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# DEPARTMENT OF PUBLIC INSTRUCTION

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R. H. WEBSTER, - - Superintendent.

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## SCHEDULE OF WORK

FOR THE

# Primary and Grammar Grades.

July 28, 1898.

The Board of Education has resolved that the Course of Study for the year 1897 and 1898 be continued.

### FIRST YEAR (OR GRADE).

*Oral Language.*—Relate or read stories illustrating kindness, gentleness, unselfishness, truthfulness, honesty, loyalty; natural history and geographical stories, etc.; lead the children to reproduce them, cultivating a ready and correct use of simple sentences; names of parts of body; care of body.

*Written Language.*—Copy simple exercises from the board and from the book to learn to capitalize, punctuate and spell by imitation.

*Reading.*—From blackboard and chart; first 33 lessons in State First Reader (Revised), teachers to read preface.

*Spelling.*—Write 50 ordinary words, correctly, in short, easy sentences.

*Numbers.*—Develop objectively all numbers from 1 to 10; counting and writing numbers from 1 to 50; use numeral frame and objects, such as pebbles, beans and grains of corn; 4 gills=1 pint, 2 pints=1 quart, 4 quarts=1 gallon, objectively; (secure the measures from the storeroom, through your Principal); 12 inches=1 foot (secure also a rule); 2 nickles=1 dime, 10 dimes=1 dollar, two halves=1 dollar, four quarters=1 dollar. Grube optional and omit exercise 8, p. 43, Course for 1897-98.

*Writing*.—California Vertical, No. 1, in hands of teacher; vertical to be used by the teacher in all school work; pupil to copy from blackboard and reader, and be taught from instructions in Writing Book, No. 1. A bad habit formed here is likely to show through life.

*Drawing*.—Use of Prang Models according to Manual.

*Music*.—Choice songs for children; consult Chart A, Natural Music System; training on the scale and tone work. This work must be done with the individual pupil to make the work really effective. Too much reliance is often placed in concert work.

#### SECOND YEAR (OR GRADE).

*Oral Language*.—Reproduction of stories, as in the first year, with same object; cardinal points, seasons, night and day, etc.; organs of body; senses.

*Written Language*.—Abbreviations: Mr., Mrs., st., days of the week, names of the months, date, teacher's name, child's name and address; copy from reader. Sentence-making insisted upon. Proper use of words in brief sentences to take the place of defining. Dictation and correction of common errors.

*Reading*.—State First Reader completed; memorizing and reciting; one or more sets of supplementary readers.

*Spelling*.—Oral and written from reader.

*Arithmetic*.—Numbers written to 100; study numbers from 1 to 20; Roman to XXV; State Primary Number Lessons in hands of teacher, to 50; learn signs, and drill on combinations, preparatory to column adding; only common fractions and decimals on pages 47 to 51, inclusive, (Course of Study, 1897-98).

*Writing*.—California Vertical Book, No. 1; accept nothing but careful work; see right foundation laid.

*Music*.—Same as for First Grade.

*Drawing*.—Use of Prang Models in accordance with Manual.

*Humane Education*.—Heart Culture, Part I.

#### THIRD YEAR (OR GRADE).

*Reading*.—Second Reader (State Revised), begun and completed; at least one set of supplementary readers. Memorizing and reciting.

*Spelling*.—Words at the head of each reading lesson.

*Language*.—State Lessons in Language, first 34 lessons. Composition begun; simple letters. Proper use of words in brief sentences to take the place of defining. Dictation and correction of common errors.

*Arithmetic*.—Write numbers to 1000; Roman numerals to L; study objectively pt., qt., gal.; in., ft., yd.; da., wk., mo.; doz.; coins. Constant drill in subtraction; multiplication and division through 7's. Problems embodying tables, and only one primary principle. State Primary Number Lessons. Add and subtract by 2's, 3's, 4's, 5's, 6's, to 50. Comprehension of  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{6}$ . Add 10 numbers of 3 figures each.

*Geography*.—Draw plan of school room and locate objects with reference to points of compass. Study such natural features as are in sight, as mountains, hills, bay, ocean, islands, etc. Local geography, from bay counties, and rough map drawing of same; observation of climate; evaporation, condensation in cloud, mist, fog; frost, rain, hail; influence of the sun; simple talks on manufactures of San Francisco, and natural products of the State; city's limits, and five important cities of the State.

*Music*.—Same as for First and Second Grades.

*Writing*.—California Vertical Book No. 2; accept nothing but exact work, according to principles. Follow the practice work.

*Humane Education*.—Heart Culture, Part II.

*Rules of Health*.—Simple talks. (State Physiology in hands of teacher).

*Drawing*.—Book 1, Prang Complete Course, teacher following Manual, Part 1.

#### FOURTH YEAR (OR GRADE).

*Reading*.—State Third Reader (Revised), teacher to read preface; memorizing and reciting. Omit botanical lessons. Sentence-making, illustrating meanings of words.

*Spelling*.—Words at beginning and at end of reading lessons, from geography and other text-books.

*Arithmetic*.—Write numbers to 1,000,000. Roman numerals to C. Simple bills applying U. S. Money. Drill on tables and problems involving not more than two primary principles. State Advanced Arithmetic to page 62, inclusive, (book in hands of teacher). Thoroughly review multiplication table to  $12 \times 12$ , and

division table to  $144 \div 12$ ; at least three times a week, addition of twelve numbers of three figures each; accuracy, then rapidity; definitions of sum, difference, minuend, subtrahend, multiplicand, multiplier, dividend, divisor, quotient, remainder; review length, weight, liquid capacity, time.

*Mental Arithmetic.*—Bailey's to page 35, inclusive, except page 13; accuracy, speed, (book in hands of teacher). Parallel written arithmetic.

*Language, Oral and Written.*—State Lessons in Language, lessons 35 to 84, inclusive; letters; reproductions from stories; all compositions brief and accurate. Proper use of words in brief sentences to take place of defining. Dictation and correction of common errors.

*Geography.*—State Elementary to page 34. Illustrate by, and lay special stress on, reference to local geographical features. Emphasize the following topics: Earth as a whole—shape, motions, seasons, zones, products of each zone; habits, occupations, etc., of the people; general ideas of hemispheres, continents, oceans, grand divisions; United States as a whole; California; San Francisco; rough maps of California.

*Writing.*—California Vertical No. 3; accuracy; practice ovals with each lesson.

*Music.*—Natural Music Primer to page 42. Observe suggestions given for First, Second and Third Grades.

*Drawing.*—Book 3, Prang Complete Course, teacher using Manual, Part 2.

*Humane Education.*—Heart Culture, Part III.

*Rules of Health.*—State Physiology in hands of teacher.

#### FIFTH YEAR (OR GRADE).

*Reading.*—State Fourth Reader (Revised) to lesson 26 page 60, teacher to carry out design expressed in the preface and to read pages 1 to 20, back of book; weekly practice on vocal training, pages X to XV; follow memorizing and notes at end of lessons; pupils to read piece silently, teacher making meanings clear; a few pupils may then be tried on bringing out the thought and the literary beauties; failing, the teacher reads entire piece in the best manner, conversing with the class on the treasures in it; no piece will be found without them; pursue the usual routine of reading, analysis, spelling and defining, by pupils. This book is

one of the few readers calculated to develop a love and critical taste for good literature. A class of even the little ones of the fifth grade that does not pass to the sixth grade with fond expectations of the pursuit of this book to the close has not accomplished all that is desired. In addition to foregoing requirements, one set of supplemental readers.

*Spelling*.—From reader and all other text-books.

*Language and Composition*.—State Lessons in Language, page 67 to lesson 7, page 88, and 28 lessons in Part II, omitting phrases, clauses, and other parts of speech except nouns and verbs. Composition work, including excuses, invitations, letter writing. Close attention to suggestions in Language Book. Proper use of words in brief sentences to take the place of defining. Dictation and correction of common errors.

*Arithmetic*.—State Advanced. Review from beginning; and pages 53 to 89, omitting pages 70 to 71. U. S. Money, in bills. Review of tables.

*Mental Arithmetic*.—Bailey, pages 35 to 56, inclusive.

*Geography*.—State Elementary, pages 34 to 88, to British America; map questions, and recitation questions in "Description."

*History*.—From supplementary or library books; Columbus, Da Gama, Vespucci, Cortez, Pizzaro, Balboa, Magellan; Cabots, De Leon, Smith, Hudson, the Pilgrims.

*Rules of Health*.—Simple talks, from the State Physiology, on the importance of exercise, and the evils of over and insufficient exercise. Some of the bad effects of alcohol and tobacco. (State Physiology in hands of teacher.)

*Writing*.—California Vertical, No. 4.

*Music*.—Natural Music Primer, pages 42 to 116.

*Drawing*.—Book 5, Prang Complete Course, teacher following Manual, Part 3.

*Humane Education*.—Heart Culture, Part IV.

#### SIXTH YEAR (OR GRADE).

*Reading*.—State Fourth Reader, Lessons 27 to 50, both inclusive. See instructions for Fifth Grade work. Supplementary Reading.

*Spelling, Defining and Sentence Making*.—State Speller, first 75 lessons, and from reader and other text-books.

*Word Analysis*.—Anglo-Saxon suffixes and prefixes exemplified, and Latin suffixes, pages 12 to 19.

*Grammar and Composition.*—State Advanced Grammar to lesson 85, teacher to read the preface. More composition work.

*Written Arithmetic, (State Advanced).*—Review Fifth Grade work in fractions. Take pages 89 to 99 inclusive, pages 102 to 114, inclusive; pages 119 to 126, Exercise 175; pages 129 and 130; take Addition and Time, as per "Instructions to Teachers," pages 55 and 56, Course of Study, 1897-98.

*Mental Arithmetic, (Bailey).*—Pages 57 to 65, inclusive; page 81 and ordinary long measure table on 82; pages 84-85; counting and paper tables on 86.

*Geography.*—State Elementary, pages 88 to 130, inclusive. Bound the States and Territories of the Union, and the groups.

*History.*—Harr Wagner's Pacific Coast History Stories (in hands of teacher).

*Writing.*—California Vertical, No. 5.

*Health Lessons.*—(State text-book in hands of teacher.) Habits to avoid; exercise; baths; water; sleep; alcohol, use; alcohol, abuse; tobacco, use; tobacco, abuse; air, effects of; ventilation; food—changed by seasons.

*Drawing.*—Book 6, Prang Complete Course, teacher following Manual, Part 3.

*Music.*—Second Natural Music Reader.

#### SEVENTH YEAR (OR GRADE).

*Reading.*—State Fourth Reader (Revised), completed from page 123, teacher to be governed by instructions in Fifth Grade. Work by lessons 248 to 254, State Grammar.

*Spelling, Defining and Sentence-Making.*—State Speller, from Lesson 75 to Lesson 183; from reader and other text-books.

*Word Analysis.*—Swinton's New; Latin suffixes and prefixes, and pages 23 to 30.

*Grammar and Composition.*—State Advanced—Lessons 85 to 155, teacher to read preface. Letter-writing and descriptive composition.

*Written Arithmetic.*—State Advanced. Review factors and multiples, pages 91 to 146, omitting pages 116, 117 and 118, and Surveyor's Long and Square measure. Teach use of aliquot parts of 10, 100, 1000; Time, Addition, pages 56, 60, 61, Course of Study, 1897-98.

*Mental Arithmetic.*—Bailey, pages 81-100, both inclusive, omitting apothecaries' fluid measure, and circular measure.

*Geography*.—State Advanced to page 40, omitting “Geography of Home Place” and School District, pages 9 and 10.

*History*.—State United States History to page 98, year 1750. “Struggle for Interior.”

*Civil Government*.—State text-book in hands of teacher to Part III.

*Hygiene and Physiology*.—State text-book in hands of teacher; children's bones; clothing; rest of muscles; disease of muscles; clothing; cold; burns; salt; pure water; impurities of water; change; fatigue; time of application; sleep; articles of diet to avoid; cold feet and hands; heat, need of; carbon dioxide; oxygen; exposure to wet and cold; germ and contagious diseases; coffee; tea; cooking.

*Writing*.—California Vertical, No. 6.

*Music*.—Natural Music Reader, No. 2.

*Drawing*.—Book 7, Prang complete course, teacher following Manual, Part 4.

#### EIGHTH YEAR (OR GRADE).

*Reading and Literature*.—Brander Matthews' Introduction to American Literature, teacher to follow the spirit of preface; work by lessons 248 to 254 of State Grammar (Revised).

*Spelling and Defining*.—From text-books; State Speller, lessons 183 to 300.

*Word Analysis*.—Swinton's New—Latin prefixes and suffixes, pages 30 to 60.

*Grammar and Composition*.—State Grammar (Revised), Lessons 155 to 212. Parsing and analyzing. Narrative and descriptive composition.

*Written Arithmetic*.—State Advanced, pages 146 to 214. Omit 172 to 180, inclusive, and stocks. Consider Addition, Aliquot parts, of 10, 100, 1000, Time, Interest, and Metric System, pages 55 to 65, Course of Study 1897-98. Review tables; take Surveyor's Long and Square Measures, pages 126, 127, 130, 131. Edmond Hachette's Hand-book of metric system, (in hands of teacher.)

*Mental Arithmetic*.—Bailey, pages 101 to 122, both inclusive.

*Geography*.—State Advanced, pages 42 to 92. North America and the United States.

*History*.—U. S. (State) pages 98 to 233. Conclusion of the war of 1812.

*Civil Government.*—(State text book in hands of teacher), Part III to Part V.

*Physiology and Hygiene.*—(State text book in hands of teacher); diseases of bones and joints; importance of healthy skin; chaps; cosmetiques; lead poison; skin diseases; kinds of food; teeth; special senses; eyes, care of; dangerous drugs; poisons and their antidotes; venous wounds; arterial wounds; simple remedies; air, its constituents; organic matter.

*Writing.*—Business Forms.

*Drawing.*—Book 8, Prang Complete Course, teacher following Manual, part 4.

*Music.*—Natural Music Reader, No. 4.

NINTH YEAR (OR GRADE).

*Reading and Literature.*—To be designated. “Dole’s American Citizen,” in hands of teacher, in connection with Civil Government. (Purchase optional with pupil.)

*Grammar and Composition.*—State Grammar (revised), Lesson 212 to completion of book. Much analysis and parsing. Descriptive, biographical and some argumentative composition.

*Spelling.*—State Speller; lessons 300 to 408, inclusive.

*Word Analysis.*—Swinton; Latin Prefixes and Suffixes, and pages 61 to 104.

*Arithmetic, Written.*—State Advanced. Review principles in fractions, percentage, time, interest. Take pages 172 to 180, inclusive; pages 201 to 203, inclusive; pages 214 to 256, inclusive. Consider time, interest, and metric system, according to Course of Study, 1897-98, pages 55 to 64. Edmond Hachette’s Handbook of the Metric System (in hands of teacher).

*Arithmetic, Mental.*—Bailey’s; pages 116 to 138, both inclusive.

*Geography.*—State Advanced, pages 92 to 140.

*History.*—U. S. (State) completed from page 233.

*Civil Government.*—(State Text Book in hands of teacher); part V.

*Book-keeping.*—Bryant & Stratton’s Elementary (text book in hands of teacher). Commercial forms. Accurate penmanship.

*Music.*—Natural Music Book, No. 4.

*Drawing.*—Book 9, Prang Complete Course, teacher using Preliminary Manual for book 9.



# DEPARTMENT OF PUBLIC INSTRUCTION

SAN FRANCISCO, CALIFORNIA.

R. H. WEBSTER, Superintendent.

## SCHEDULE OF WORK

FOR THE

# PRIMARY AND GRAMMAR GRADES.

By Direction of the Board of Education, July 26, 1899.

[One-fourth of the work to be completed as near as topics permit, in each quarter of the year, to facilitate transferring of pupils, and uniform examinations. Written examinations by Board or Principals semi-annually. All subjects not included in written examinations, to be passed upon by Department of Supervision, results to take part in general standing.]

## Day Schools.

### FIRST YEAR (OR GRADE).

*Oral Language.*—Relate or read stories illustrating kindness, gentleness, unselfishness, truthfulness, honesty, patriotism; talks from Longfellow's Hiawatha, especially Hiawatha's childhood, etc.; on Thanksgiving Day, Washington's Birthday, Decoration Day; natural history and geography stories, etc.; direction, measurements; observation of local geographical features; consult pp. 5, 6, 7, State Elementary Geography; encourage children to reproduce stories, cultivating a ready and correct use of simple sentences; correction of common errors; names of parts of the body; care of body.

*Written Language.*—Copy simple exercises from the board and from the book to learn to capitalize, punctuate, and spell by imitation. Require each pupil to write his name, age, and residence, in complete sentences. Teach the writing of simple sentences conveying information;—much exercise in this.

*Reading.*—From blackboard, chart, and card; first 33 lessons in State First Reader (Revised) (teachers to read preface), and one-half of a supplementary primer; Bass's, Wooster's and Cyr's Primers in hands of teacher.

*Spelling*.—Write 50 ordinary words, correctly, in short, easy sentences.

*Numbers*.—Develop addition and subtraction (singly and by groups); vary addition by groups, as: 4, 8, 12, 16, or, 4, 6, 10, 12, 16, objectively of numbers from 1 to 16; counting and writing numbers (singly and by groups) from 1 to 50; use numeral frame and objects, such as pebbles, beans, and grains of corn; 2 pints equal 1 quart, 4 quarts equal 1 gallon, objectively (secure the measures from the storeroom, through your Principal); 12 inches equal 1 foot (secure also a rule), 2 nickles equal 1 dime, 10 dimes equal 1 dollar, 2 halves equal 1 dollar, 4 quarters equal 1 dollar. Grube optional.

*Writing*.—Vertical to be used by the teacher in all school work; pupil to copy from blackboard and reader. A bad habit formed here is likely to show through life. Preceding all lessons, five minutes practice on exercises usually found in writing-books. Ginn's Round-Hand Vertical Penmanship. Book I, in hands of teacher.

*Drawing*.—Under direction of supervsing teacher. See Instructions to Teachers.

*Music*.—See Instructions to Teachers.

*Physical Culture*.—See Instructions to Teachers.

#### SECOND YEAR (OR GRADE).

*Reading*.—Complete the State First Reader and the supplementary book half read in the first grade. Also read two supplementary first readers or their equivalent; memorizing and reciting.

*Spelling*.—Oral and written.

*Oral Language*.—Reproduction of stories, as in the first year, with same object; talks on Columbus, National holidays, Longfellow's birthday; cardinal points, seasons, night and day, sun as a source of light and heat, the moon, north star, etc.; land and water; measurements of school room and school building; continuation of general direction and measurement; organs of body; senses; consult pp. 5, 6, 7, 8, 9, State Elementary Geography.

*Written Language*.—Abbreviations: Mr., Mrs., st., days of the week, names of the months; date, teacher's name, child's name and address. Copy from reader for exercise.

Proper use of words in brief sentences to take the place of defining; teach telling and question sentences. Dictation and correction of common errors in capitalizing, spelling, and punctuating. Memorize simple poetic selections.

*Arithmetic*.—Numbers written to 100; the four fundamental operations in numbers from 1 to 20; Roman to XXV; State Primary Number Lessons, in hands of teacher, to 50; learn signs, and drill on combinations, preparatory to column adding; teach the place value of units, tens, etc.; counting by 2's, 3's, 4's, and the like; addition and subtraction extended by use of objects and by analogy, as: 3, 13, 23; 8, 18, 28, and so on to 100.

*Writing*.—Ginn's Round-Hand Vertical Book I. For exercise, see instructions to Third Grade.

*Drawing*.—See Instructions to Teachers.

*Music*.—See Instructions to Teachers.

*Physical Culture*.—See Instructions to Teachers.

*Sewing*.—By special teacher. For course, see Instructions to Teachers.

*Health Lessons*.—Simple talks on health. State Physiology in hands of teacher.

*Humane Education*.—Page's Humane Education, Part I, in hands of teacher. Form Bands of Mercy as per Instructions.

#### THIRD GRADE (OR YEAR).

*Reading*.—Second Reader (State Revised), begun and completed; at least two different supplementary second readers, or their equivalent. Memorizing and reciting. See instructions to Fifth Grade, this schedule.

*Spelling*.—Words at the head of each reading lesson.

*Language*.—State Lessons in Language, first 40 lessons. Composition begun; simple letters. Proper use of words in brief sentences to take the place of defining. Dictation and correction of common errors emphasized. Composition or letter writing by pupils once in two weeks. For composition place upon the board words, such as early, James, Jane, boat, dig, bay, morning, lunch, fish, pleasant, noon, show, string, sun, west, horse, good time, and have pupils use them in a story. Compositions or letters to be corrected by teacher and returned to pupil to be written correctly, teacher to collect again for in-

spection. Continue exercises in telling and question sentences. Add commanding sentences.

*Arithmetic.*—Write numbers to 10,000; counting by 5's, 6's, etc.; Roman numerals to L; study objectively pt., qt., gal.; in., ft., yd.; da., wk., mo.; doz.; coins. Constant drill in subtraction; multiplication and division through 7's. Problems embodying tables, and only one primary principle. State Primary Number Lessons to Lesson 86. Add and subtract by 2's, 3's, 4's, 5's, 6's, to 100. Comprehension of  $\frac{1}{2}$ , 1-3,  $\frac{1}{4}$ , 1-6. Add 10 numbers of 3 figures each.

United States money with the decimal point.

Simple mental problems in reduction of compound numbers, involving one step and using the measures, thus: 2 yds., 3 yds., 2 yds. 1 ft., 3 yds. 2 ft. are how many feet? 5 gallons are how many qts? 6 gallons, 3 qts. are how many qts? 10 ft. are how many yards? Practice addition.

*Geography.*—Draw plan of school room and locate objects with reference to points of compass. Study such natural features as are in sight—mountains, hills, bay, ocean, islands, etc. Local geography from bay counties, and rough map drawing of same; observation of climate; evaporation, condensation in cloud, mist, fog, frost, rain, hail; influence of the sun; simple talks on manufactures of San Francisco, and natural products of the State; city's limits, and five important cities of the State. State Elementary Geography in hands of teacher, first 22 pages, as far as "Climate."

*Nature Study.*—Reference, the Geography.

*History.*—Introduce local history with local geography. Suggested topics: California Indians, Founding of the Missions, The Presidio, Coming of the Americans, etc. Reference: Harr Wagner's Pacific Coast History Stories, Hittell's Brief History of California. Stories of the Pilgrims, lives of Washington, Franklin, Lincoln.

*Writing.*—Practice vertical. Books to be designated later in the year. Preceding all lessons, five minutes' practice on right and left ovals and other exercises usually found on the inside of covers to writing books. Ginn's Round-Hand Vertical, Book II.

*Drawing.*—Under direction of special teacher. See Instructions to Teachers.

*Music*.—Under direction of special teachers. See Instructions to Teachers.

*Physical Culture*.—Under direction of special teacher. See Instructions to Teachers.

*Sewing*.—By special teacher. For course, see Instructions to Teachers.

*Health Lessons*.—Simple talks on health. State Physiology in hands of teachers.

*Humane Education*.—Page's Humane Education, Part II, in hands of teachers. Form Bands of Mercy as per Instructions.

#### FOURTH YEAR (OR GRADE).

*Reading*.—State Third Reader (Revised), teacher to read preface; memorizing and reciting. See instructions for Fifth Grade. Emphasize indicated elocutionary drill-work. Sentence-making, illustrating meanings of words. A supplementary reader of equal grade to State Third Reader.

*Spelling*.—Words at beginning and end of reading lessons, and following list from the geography: Vapor, climate, torrid, frigid, temperate, zone, vegetation, equator, occupation, mining, manufacture, agriculture, commerce, island, plateau, peninsula, isthmus, liquid, meridians, parallels, latitude, Pacific, Atlantic, Artic, Antarctic, Andes, Indian, Gibraltar, Mediterranean, Europe, Asia, Africa, Australia, Sumatra, Java, Borneo, Celebes, Nile, Congo, Caucasian, Mongolian, Malay, Ethiopian, savage, civilized, republics, monarchies, capital, President, despotism, King, Queen, kingdom, Emperor, empire, Alaska, Canada, Mexico, British Columbia, Athabasca, MacKenzie, Saskatchewan, Assiniboia, Manitoba, Ottawa, Montreal, Quebec, New Foundland, Labrador, Winnipeg, Arkansas (Arkan-saw), Missouri, Mississippi, Ontario, Erie, Huron, Superior, Michigan, Washington, Chicago, Philadelphia, Boston, Omaha, Cincinnati, Appalachian, Hati, Halifax, Panama, Concepcion, Flattery, Sitka, Pennsylvania, Massachusetts, Tennessee, Wisconsin, Indianapolis, Milwaukee, Raleigh, Minneapolis, Topeka, Bismarck, Cheyenne, Baltimore, Louisville, Detroit, Seattle, Portland, Los Angeles, Del Monte, Siskiyou, Modoc, Trinity, Humboldt, Shasta, Lassen, Tehama, Plu-

mas, Colusa, Contra Costa, Amador, Calaveras, Tuolumne, Stanislaus, Mono, Inyo, San Luis Obispo, San Bernardino, Ventura, Klamath, Tamalpais.

*Language, Oral and Written.*—State Lessons in Language, lessons 41 to 79, inclusive; letters or compositions once in two weeks (see instructions to Third Grade); blackboard compositions, teacher selecting one or more to criticise; oral descriptions; reproductions from stories; all compositions brief. Proper use of words in brief sentences to take place of defining. Dictation and correction of common errors emphasized. Distribute slips of paper, the size of envelopes and have them addressed.

*Arithmetic.*—Write numbers to 1,000,000. Roman numerals to C. Simple bills applying to U. S. money. Drill on tables and problems involving not more than two primary principles. State Advanced Arithmetic to page 62, inclusive, (book in hand of teacher). Omit general principles of division, pp. 55-56. Thoroughly review multiplication table to  $12 \times 12$ , and division to 144 divided by 12; at least three times a week, addition of ten numbers of three figures each; accuracy, then rapidity; definitions, of sum, difference, minuend, subtrahend, multiplicand, multiplier, dividend, divisor, quotient, remainder; and in operations, designate same in writing; review length, weight, liquid capacity, time. Practice addition.

*Mental Arithmetic.*—Bailey's to page 40, inclusive, except page 13; accuracy, speed, (book in hands of teacher). Parallel written arithmetic. Addition and subtraction of simple fractions with the same denominator or with denominators different whose equivalence to the common denominator is easily comprehended. Use measures for this work, as in the development of fractions; e. g.:  $\frac{1}{2}$  of a foot equals 6 inches;  $1\frac{3}{4}$  of a foot equals 4 inches; 6 inches plus 4 inches equals 10 inches. Since 1 inch equals  $1\frac{1}{12}$  of a foot, 10 inches equal ten times  $1\frac{1}{12}$ , or  $10\frac{1}{12}$  of a foot. Four fundamental operations in U. S. money, but no decimal fractions in multiplier or divisor.

*Geography.*—State Elementary, in the following order: pp. 23-24, 46-84.

*Nature Study.*—“Pacific Nature Stories,” in hands of teacher.

*History*.—Local history with local geography, orally: The discoverers, etc. Reference: Harr Wagner's Pacific Coast History Stories and Hittell's Brief History of California—Mara Pratt's Stories of Colonial Children; Stories of Great Americans for Little Americans, by Eggleston.

*Writing*.—Practice vertical. For exercise, see instructions to Third Grade. Ginn's Round-Hand Vertical Book III.

*Drawing*.—Under direction of special teacher. See Instructions to Teachers. Prang's Elementary Course of Instruction, Third Year Book.

*Music*.—Under direction of special teachers. See Instructions to Teachers. Natural Music Primer, through p. 50.

*Physical Culture*.—Under direction of special teachers. See Instructions to Teachers.

*Sewing*.—By special teacher. For course, see Instructions to Teachers.

*Health Talks*.—Bathing, pure air, proper food. State Physiology, in hands of teachers.

*Humane Education*.—Page's Humane Education, Part III, in hands of teacher. Form Bands of Mercy, as per Instructions.

#### FIFTH YEAR (OR GRAD . . .)

*Reading*.—Fourth Reader (Revised), lesson 23, page 53, teacher to carry out design expressed in the preface and to read pages 1 to 20, back of book; weekly practice on vocal training, pages X to XV; follow memorizing and notes at end of lesson; pupils to read piece silently, teacher making meanings clear; a few pupils may then be tried on bringing out the thought and the literary beauties; failing, the teacher reads entire piece in the best manner, conversing with the class on the treasures in it; reading, analysis, spelling and defining, by pupils. This book is one of the few readers calculated to develop a love and critical taste for good literature. A class of even the little ones of the fifth grade that does not pass to the sixth grade with fond expectations of the pursuit of this book to the close has not accomplished all that is desired. For methods and supplementary reading, see Instructions to Teachers.

*Spelling*.—From the reader, and the following from the geography: Sierra, Providence, Carolina, boundary,

Appalachian, establish, excellent, access, occupation, quarrying, variety, machinery, principal, especially, locomotive, employment, population, petroleum, frequent, fisheries, countless, rapidly, extensive, turpentine, immense, winterless, prairies, stretch, mountainous, incline, approach, prized, household, moisture, exports, distinguish, interior, populous, seacoast, productions, missions, hydraulic, circumference, gradually, boulders, debris, quartz, warehouse, peninsula, insurance, Campeachy, Guatemala, Popocatepetl, Caribbean, Honduras, Antilles, Vancouver, Cascade, Greenland, Acapulco, Springfield, Missouri, Bahama.

*Language and Composition.*—Revised English Grammar (State Series), first 45 lessons, teacher to read the preface. Composition work, including exercises, invitations, letter writing. See instructions to third grade regarding correction of composition work. Dictation, and correction of common errors emphasized. Teach defining by use of dictionary. Use of synonyms as per page 26, emphasizing in composition.

*Arithmetic.*—State Advanced, reviewed from beginning, and pages 53 to 89, omitting pp. 70-71. U. S. money in bills. Review of tables. Emphasize “General Principles of Division,” pp. 55-56.

*Mental Arithmetic.*—Bailey’s, pp. 35-65, inclusive.

*Geography.*—State Elementary, pp. 34-88, to British America; map questions, and recitation questions in “Description.”

*Nature Study.*—“Nature Stories of the Northwest,” Bashford, in hands of teacher.

*History.*—From supplementary or library books; Columbus, Da Gama, Vespucci, Cortez, Pizaro, Balboa, Magellan, Cabots, De Leon, Smith, Hudson, The Pilgrims. Reference: First Book in American History, Eggleston; Montgomery’s Beginner’s History of the United States, Local history as in Third Grade. Hittell’s Brief History of California, in hands of teachers.

*Writing.*—Practice vertical. For practice, see instructions to Third Grade. Ginn’s Round-Hand Vertical, No. IV.

*Drawing.*—Under direction of supervising teacher. See Instructions to Teachers. Prang’s Elementary Course of Art Instruction, Fourth Year Book.

*Music*.—Under direction of special teachers. See Instructions to Teachers. Natural Music Primer, completed from page 50.

*Physical Culture*.—Under direction of special teachers. See Instructions to Teachers.

*Sewing*.—By special teacher. For course, see Instructions to Teachers.

*Health Talks*.—Simple anatomy; bones; muscular system; skin. Effects of alcohol and tobacco on the human system. State Physiology in hands of teacher.

*Humane Education*.—Page's Humane Education, Part IV, in hands of teacher. Form Bands of Mercy, as per instructions.

#### SIXTH YEAR (OR GRADE).

*Reading*.—State Fourth Reader, Lessons 23 to 31, both inclusive, and Lessons 65 to 83, both inclusive. See instruction for Fifth Grade work. Emphasize indicated vocal drill. Supplementary reading, suggested in Instructions to Teachers.

*Spelling, Defining and Sentence-Making*.—State Speller, first 75 lessons, and from reader. Teach defining by use of dictionary.

*Grammar and Composition*.—State Advanced Grammar to Lesson 85, teacher to read the preface. Composition work, including excuses, invitations, letter-writing. See instructions to Third Grade for correction of compositions. Emphasize dictation and the correction of common errors. Emphasize use of synonyms, page 26.

*Written Arithmetic (State Advanced)*.—Review Fifth Grade work in fractions and general principles of division, pages 55 and 56. Take pages 89 to 98, inclusive, pages 102 to 114, inclusive; pages 119 to 126, Exercise 175; pages 129 and 130, and pages 181, 182, 183; take Addition as per Instructions to Teachers.

*Mental Arithmetic (Bailey)*.—Pages 57 to 76, inclusive; page 81 and ordinary long measure table on 82; pages 84-85; counting and paper tables on 86.

*Geography*.—State Elementary, pages 88 to 130, inclusive; map questions and recitation questions in descriptions. Bound the States and Territories of the Union, and the groups. Correct the geography to date.

*Nature Study*.—“Stories of Mother Earth,” by H. W. Fairbanks, University of California, in hands of teacher.

*History*.—Harr Wagner’s Pacific Coast History Stories and Hittell’s Brief History of California, in hands of teacher.

*Writing*.—Practice vertical. For practice work, see instructions to Third Grade. Ginn’s Round-Hand Vertical, Book V.

*Music*.—Under direction of special teacher. See Instructions to Teachers. Natural Second Music Reader to page 54.

*Drawing*.—Under direction of supervising teacher. See Instructions to Teachers. Prang’s Elementary Course of Art Instruction, Fifth Year Book.

*Physical Culture*.—Under direction of special teachers. See Instructions to Teachers.

#### SEVENTH YEAR (OR GRADE).

*Sewing*.—By special teacher. For course, see Instructions to Teachers.

*Health Talks*.—Food; mastication and digestion. Effects of alcohol and tobacco on the human system. State Physiology in hands of teacher.

*Reading*.—State Fourth Reader (Revised), Lessons 32 to 65, teacher to be governed by instructions in Fifth Grade and Instructions to Teachers. Work by Lessons 248 to 254, State Grammar.

*Spelling, Defining and Sentence-Making*.—State Speller, from Lesson 75 to Lesson 183; from reader and other textbooks.

*Word Analysis*.—Swinton’s New; Latin suffixes and prefixes, and pages 23 to 31 (civis).

*Grammar and Composition*.—State Advanced—Lessons 85 to 155, teacher to read preface. Letter-writing and descriptive composition. Besides composition work in the grammar, which should be emphasized, brief essays on current events may be added. Compositions should be discussed before the class, corrected and returned for copying. The copies should be collected for inspection.

*Arithmetic*.—State Advanced. Review factors and multiples; pages 91 to 166, omitting pages 99, 100, 101, 116, 117, 118 and surveyor’s long and square measure. Omit stone and brick work, circular measure, longi-

tude and time, reference tables, page 154, and metric system. Study pages 181 to 189, 204-209, inclusive. Practice addition; combinations.

*Mental Arithmetic* (Bailey).—Pages 79 to 103, inclusive, omitting apothecaries' fluid measure, circular measure and metric system.

*Geography*.—State Advanced, pages 42-91, inclusive. Map questions to be learned. Omit on page 43 exercises in connection with ocean currents, thermal zones, barometric pressure, rainfall. Correct the geography to date.

*History*.—State United States History to page 98, year 1750. "Struggle for Interior." Review by topics as far as possible. See Instructions to Teachers. Van Bergen's "Tales of Our New Possessions," in hands of teacher.

*Civil Government*.—State text-book in hands of teacher to Part III. Dole's "The American Citizen" for reference.

*Writing*.—Vertical. Practice right and left ovals, and other exercises usually found on the inside of covers to writing books. Ginn's Round-Hand Vertical, No. VI.

*Drawing*.—Under direction of supervising teacher. See Instructions to Teachers. Prang's Elementary Course of Art Instruction, Sixth Year Book.

*Music*.—Under direction of special teacher. See Instructions to Teachers. Natural Second Music Reader, completed from page 54.

*Physical Culture*.—Under directions of special teachers. See Instructions to Teachers.

*Sewing*.—By special teacher. For course, see Instructions to Teachers.

*Hygiene and Physiology*.—Effects of alcohol and narcotics upon the human system. Muscles, rest and disease of; importance of exercise and the evils of over and insufficient exercise. Circulation and respiration; necessity for pure air and pure water. Clothing; emergency.

#### EIGHTH YEAR (OR GRADE).

*Reading and Literature*.—Brander Matthews' Introduction to American Literature, teacher to follow the prefatory note and introduction; work by Lessons 248 to 254 of State Grammar (Revised). See Instructions to Teachers under "Reading."

*Spelling and Defining*.—From text-books; State Speller, Lessons, 183 to 300.

*Word Analysis*.—Swinton's New—Latin prefixes and suffixes, and pages 30 to 65.

*Grammar and Composition*.—State Grammar (Revised), Lessons 155 to 212. Parsing and analyzing. Narrative and descriptive composition, twice a month. See instructions, Seventh Day.

*Arithmetic*.—State advanced. Study metric system; stone and brick work; lumber and carpet measure; circular measure; longitude and time; pages 99, 100, 101, 168, 169, 170, 176 to 198, 204 to 220, inclusive. Practice rapid and accurate addition and multiplication.

*Mental Arithmetic* (Bailey's).—Pages 94 to 123, and pages 132, 136 and 137.

*Geography*.—State advanced, pages 42 to 92. North America and the United States. Map questions to be learned. Correct geography to date.

*History*.—U. S. (State), pages 98 to 233. Conclusion of the war of 1812. Review by topics as far as possible as per Instructions to Teachers.

*Civil Government*.—(State text-book in hands of teacher). Part III to Part V. For reference: Dole's "The American Citizen," and "This Country of Ours," by ex-President Harrison, in the hands of teacher.

*Writing*.—Business forms. For practice, see instructions to Seventh Grade. Ginn's Round-Hand Vertical, Book VII.

*Drawing*.—Under direction of supervising teacher. See Instructions to Teachers. Prang's Elementary Course of Art Instruction, Seventh Year Book.

*Music*.—Under direction of special teachers. See Instructions to Teachers. Natural Music Book No. 4.

*Physical Culture*.—Under direction of special teachers. See Instructions to Teachers.

*Sewing*.—Taught by special teacher. For course, see Instructions to Teachers.

*Hygiene and Physiology*.—State Physiology in hands of teacher. Purchase optional with pupil. Effects of alcohol and narcotics on the human system. Pages 151 to 245, "Hygiene."

## NINTH YEAR (OR GRADE).

*Reading and Literature.*—Texts to be designated during the year. See Instructions to Teachers under “Reading,” and State Revised Grammar, lessons 248 to 254 inclusive.

*Grammar and Composition.*—State Grammar (revised), Lesson 183 to completion of book. Much analysis and parsing. Descriptive, biographical and some argumentative composition. Review the book and emphasize indicated rhetorical work.

*Spelling.*—State Speller; lessons 300 to 408, inclusive, and text books.

*Word Analysis.*—Swinton; Latin Prefixes and Suffixes, and pages 61 to 104.

*Arithmetic.*—State Advanced, pages 181 to 260, inclusive. Metric System. Practice addition.

*Mental Arithmetic.*—Bailey’s, pages 94 to 130.

*Geography.*—State Advanced, pages 92 to 140.

*History.*—U. S. (State) completed from page 233. Review the entire book by topics, according to Instructions to Teachers. Bring history to date by use of reference works.

*Civil Government.*—(State Text Book in hands of teacher); part V. For reference, Dole’s “The American Citizen” and “This Country of Ours,” by Ex-President Harrison, both in hands of teacher.

*Book-Keeping.*—Bryant & Stratton’s Elementary (text book in hands of teacher). Commercial forms. Accurate penmanship. First two sets of Single Entry and first and second set of Double Entry; trial balances.

*Writing.*—Insist upon practice work; accurate penmanship in all written exercises, especially in book-keeping and business forms. See instructions to Seventh Grade. Ginn’s Round-Hand Vertical, Book VII.

*Drawing.*—Under direction of supervising teacher. Prang’s eighth year book.

*Music.*—Under direction of special teachers. Natural Music Reader No. 4.

*Physical Culture.*—Under direction of special teachers. See Instructions to Teachers.

*Sewing.*—Taught by special teacher. Course for eighth grade.

## FRENCH AND GERMAN BOOKS.

For Adams Grammar and Humboldt Primary (Cosmopolitan) Schools.

*French*.—Keetel's Elementary French Grammar, Hotchkiss Le premier livre de Francais, Guyau Annee enfantine de lecture Reader, 3d to 5th grades; Guyau Annee preparatoire de lecture Reader, 6th to 8th grades.

*German*.—Eclectic German Primer, First Reader, Second Reader, Third Reader, Fourth Reader.

# Evening Elementary Schools.

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(Seven Years.)

## SCHEDULE OF WORK.

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### THIRD GRADE (OR YEAR).

*Reading*.—Second Reader (Revised), begun and completed. See instructions to Fifth Grade, Day.

*Spelling, Language, Arithmetic, Geography, History, Writing and Health Lessons* same as Day.

### FOURTH GRADE (OR YEAR).

*Reading*.—State Third Reader (Revised); sentence-making, illustrating the meaning of words. "Pacific Nature Stories" in hands of teacher; weekly practice on vocal training. Follow instructions under Reading, Fifth Grade, Day; Fourth Reader in hands of teacher.

*Spelling*.—Words at beginning and end of reading lessons in Third Reader, and the geographical words under Fourth Grade, Day.

*Arithmetic*.—Advanced State Arithmetic to page 62. Omit pages 55 and 56. Book in hands of teacher. See instructions under Fourth Grade, Day.

*Mental Arithmetic*.—Constant mental drill on the oral and written exercises in the arithmetic.

*Language, Oral and Written*.—State Lessons in Language, lessons 41 to 79; letters or composition once in two weeks; reproductions from stories; oral descriptions. Proper use of words in brief sentences to take place of defining. Dictation and correction of common errors. See Day instructions.

*Geography*.—State Elementary, pages 5 to 34, and 46 to 85.

*History*.—Local history with local geography. Harr Wagner's Pacific Coast History or Hittell's Brief History of California; Great Americans for Little Americans, by Eggleston, all in hands of teacher.

*Writing and Health Talks*.—Same as Day.

### FIFTH GRADE (OR YEAR).

*Reading*.—Fourth Reader (Revised) to page 53. See instructions under this head, Day.

*Spelling*.—Same as Day.

*Language and Composition*.—State Lessons in Language completed. Composition work, including invitations, letter writing, dictation, correction of common errors. Letter or Composition once in two weeks. See instructions under this head, Day. Teach proper use of words in brief, simple sentences.

*Arithmetic*.—State Advanced (in hands of pupils) to page 89. Much drill on bills, U. S. money, tables.

*Mental Arithmetic.*—The oral exercises and the shorter and easier examples in the "Written Exercises," State Advanced.

*Geography.*—Same as Day.

*Writing and Health Talks.*—Same as Day.

*History.*—First Book in American History, Eggleston; Hittell's Brief History of California. Books in hands of teacher, or used as supplementary readers.

*Writing and Health Tables.*—Same as Day.

#### SIXTH GRADE (OR YEAR).

*Reading.*—Same as Day.

*Spelling, Defining and Sentence-Making.*—Same as Day. State Speller in hands of pupils.

*Grammar and Composition.*—State Advanced Grammar (in hands of pupils) to page 85. See instructions under this head, Day.

*Written Arithmetic and Geography.*—Same as Day.

*Mental Arithmetic.*—The oral exercises and shorter examples in Written Exercises, State Advanced.

*History.*—First Book in American History, Eggleston; Hittell's Brief History of California, both in hands of teacher.

*Writing, Health Talks.*—Same as Day.

#### SEVENTH GRADE (OR YEAR).

*Reading.*—State Fourth Reader (Revised), same as Day.

*Spelling, Defining and Sentence-Making.*—State Speller, from Lesson 75 to Lesson 183; from reader and other text-books; Latin suffixes, prefixes and roots.

*Grammar and Composition.*—Same as Day.

*Arithmetic.*—Same as Day.

*Mental Arithmetic.*—The Oral Exercises and the shorter examples in Written Exercises, State Advanced.

*Geography.*—State Advanced, pp. 42-92.

*History.*—State United States History to page 98, year 1750. See instructions to teachers. Book in hands of pupils.

*Writing, Hygiene and Physiology.*—Same as Day. State Physiology in hands of teacher.

#### EIGHTH GRADE (OR YEAR).

*Reading.*—Brander Mathews' Introduction to American Literature. See instructions under this head, Day.

*Spelling and Defining.*—State Speller, Lessons 183 to 300. Prefixes, suffixes and roots. Selected lists from text-books.

*Grammar and Composition.*—State Grammar (Revised), 155 to 212. Parsing and analyzing. Narrative and descriptive composition twice a month. Dictation. See instructions for Composition work, Day.

*Arithmetic.*—Same as Day.

*Mental Arithmetic.*—The Oral Exercises and shorter examples in the Written Exercises.

*Geography.*—State Advanced, pp. 92-140.

*History.*—State United States History to the conclusion of the War of 1812.

*Writing, Hygiene and Physiology.*—Same as Day.

## NINTH GRADE (OR YEAR).

*Reading and Literature.*—See instructions to teachers under this head, Day.

Brauder Matthews' Introduction to American Literature in hands of teacher.

*Grammar and Composition.*—State Grammar (Revised) completed. See instructions under this head, day. Dictation.

*Spelling.*—State Speller completed. Selected lists from text-books; prefixes, suffixes, roots.

*Arithmetic.*—State Advanced. Same as Day.

*Mental Arithmetic.*—The Oral Exercises and shorter problems. Bailey's, pp. 101-130. Book in hands of teacher.

*Geography.*—State Advanced, pp. 1-42; "Our New Possessions," in hands of teacher.

*History.*—United States (State) completed. See instructions to teachers. "Our New Possessions," in hands of teacher.

*Civil Government.*—"The American Citizen" (Dole), in hands of teacher.

*Writing and Book-Keeping.*—Same as Day.

# INSTRUCTIONS TO TEACHERS.

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## MUSIC.

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By MISS ESTELLE CARPENTER, Head Special Teacher of Music.

"Singing, when well taught, is as important a subject for the school-room as any other branch; and it needs to be taught from the lowest to the highest grade in the ungraded school as in the graded school. It is needed for patriotism, morality, for health. It is needed to make discipline lighter, school attendance more regular, school management easier, study more interesting, and recitation more spirited."

"What the wings are to the bird, what the blossom is to the plant, what the juice is to the fruit, what the eye is to the face, what fervency is to the voice, singing is to the school!"

"In every child there is the germ of the power to appreciate the finest music and to express his appreciation with the voice."

If proper training is begun before the voice is spoiled by bad usage, and before the natural instinct for that which is best has been destroyed, or replaced by the vulgar, the common, or the debasing, in music, every child is capable of being taught to express spontaneously in song the finer emotions—sympathy and love to his fellow-creatures and love to his Creator.

In all undertakings it is best to begin well, and this is particularly true with regard to music. It is impossible to begin too early in childhood to teach that which is pure and high, and to awaken in the child's nature impulses that will stimulate the growth of worthy aspirations, that no room may be left for weeds.

In the selection of songs, therefore, one cannot be too careful, both as to words and music. Go to our best composers and there will be found simple musical airs and suitable words.

More pleasure and profit can be derived from the study of a small painting by a master hand, than can be found from studying a showy picture by an ordinary individual. So, in most all cases, the simple songs of the good composer are sweeter and more helpful than more pretentious selections from the ordinary musician. It is because the master composer thinks and feels at all times musically, and his slightest expression is full of music, while the ordinary composer catches but a glimpse of the wonderful art, and so his productions fall short of true worth. Therefore, in order that the child may be brought in contact with true music, the songs should be selected from the masters.

The songs of Country, Home, Nature and God appeal strongly to the child. Therefore such songs must be selected. They can be found in "Children's Songs" by Abt; "Songs by Gilchrist;" arrangement of "Songs by in the following collections: "Children's Songs," by Reinecke; "Chil-

Eleanor Smith;" "Songs of Child World," by Jessie Gaynor; books arranged by Wm. Tomlins; "Children's Songs," by Fred Bullard; "Children's Songs," by Frederic Root; "Children's Songs," by Weidlinger; "Children's Songs" by Emerson, and "Children's Songs" arranged by Max Spicker. Try to teach as many Folk Songs as possible. Such songs live from generation to generation, and the children should know them.

Be particular as to the manner of presenting a song. It is not always the teacher with the voice that obtains the best results. The teacher who understands the spirit of the song and who has the power of making the children realize the thought of the song readily obtains sweet singing from the children.

Some think that many songs should be taught to the children in a year, but no thought is given to the manner in which the songs are sung. During the first year of school life a dozen good songs rightly taught and sweetly sung are worth much more to a child than numbers of songs carelessly given and thoughtlessly sung. For if a song is sung carelessly, the voice is injured; for when there is no concentration of the mind while singing, the voice is either harsh or lifeless. The right quality of voice will not come, so the double harm is done.

Aside from the mental and moral discipline involved, aside from the wonderful power of singing as a restoration for wearied mind and body, there is one point, practical and peremptory, that must be considered first, last, and all the time. I refer to the presentation and cultivation of the voice. No one has a right to injure any part of the child's body. The utmost care must be taken to prevent harsh, loud, or nasal singing, and this can only be done by insisting on the free use of the breath and lips; by pitching the songs rather high; by insisting on true singing, and by governing the tempo of the song by its thought.

Correct habits formed in the first grades and insisted upon during the school life, will preserve and strengthen the pure tones. If correct habits are persisted in, who can tell how many superior voices will be developed in our public schools?

During the first year of school life the children should be taught good songs, how to breathe and sing correctly, and they should gain independence in hearing, thinking, and singing tones of the scale.

As the children are promoted they become more proficient in this work, and they are ready to take up the reading of music, as presented by the Natural Music Course.

The success of this course depends upon a most careful and persistent reference from books to charts and from charts to books. Material which seems too difficult without previous chart drill, seems very easy when taken in the proper way. At the end of each page of the charts are notes telling the pages in the books that are to be used in connection with the page of the chart.

Children learn to sing by singing; therefore, as little time as possible should be spent on the technical part of the subject. In this course only one difficulty is presented at a time. Explain each one as it comes. If the children in their singing observe rests, holds and ties, it is worth more than mere definitions of the same.

At first do not say much about the signatures; they are simply signs to show the position of doh. As the children progress they will notice what signs are used for the different positions of doh.

After the pupils readily sing the exercises by syllable, let the children sing the same exercises, using the syllables coo or lah. Have them beat time with a slight wave of the hand.

Do not fear chromatics. If they are presented gradually in different combinations, and are practiced faithfully, they can be learned. In fact, if these charts and books are used systematically the children cannot fail to learn to read. Notice all notes at the end of pages of both charts and books.

The classes that meet together for the singing lesson should be provided with the same book, irrespective of grades, so that both note work and songs can be taken together—that is, if fifth and sixth grades are advanced, and meet together, use Reader II. Otherwise use the Primer.

Principals should see that music is taught in all the classes.

Especially order Chart A for the second and third grades, if that chart is not in the building.

If the teacher finds her children are in advance of the work on the circulars sent out, do not put children back. Let them try to work up to the Course of Study.

Avoid the singing of an exercise so often by syllable that the children learn it by heart.

The secret of success in using these books is to begin at the beginning of the book and go over the work systematically, deriving help from the chart.

Those teaching the singing should be provided with a C pitch pipe. One can be obtained at any music store.

#### FIRST GRADE.

*Vocal Drill.*—Erect, natural position of the body. Free use of the breath while singing, also free use of lips. Soft, sweet tones. Gentle exercise in humming. Vowels on sustained tones, and on the scales, beginning at the upper doh.

*Tones.*—Use hand signs. Tones of scales beginning with doh-doh, gradually adding soh-me-ray-te-fah-lah, always combining each one with the tones previously taken. Drill thoroughly on each interval before taking up a new one. Also sing scale down from different pitches. Let children skip the tones in the scale, using syllables coo-lah instead of doh-ray, etc.

*Songs.*—By rote. Softly and sweetly sing songs pitched quite high. Select good and simple songs, at least ten during the year.

If time, give a few very simple songs by means of the \*hand signs, or by writing the syllables on the board.

#### SECOND GRADE.

*Vocal Drill.*—Erect positions of the body. Free use of the breath while singing; free use of the lips. Soft, sweet tones. Gentle exercises in humming. Vowels on sustained tones and scales; also, combine o and à on scales. All scales to begin on upper doh.

*Tones and Note Work.*—\*Use hand signs. Review intervals of scale, in all combinations, using syllables doh-ray-me, etc., and also coo-lah.

*Songs.*—By rote. Softly and sweetly sing good songs pitched quite high; also give a few simple songs by means of the hand signs, or by writing syllables on the board.

\*See First Grade.

#### THIRD GRADE.

*Vocal Drill.*—Erect positions of the body. Free use of the breath while singing. Free use of the lips. Soft, sweet tones. Gentle exercises in humming. Vowels on sustained tones

— .. —  
— a —  
— .. —  
— o — a

Also scales to be sung down and up, with vowels.

*Tones and Note Work.*—Vertical scale or hand signs. Also review intervals of scales in all combinations. Simple two-part exercises with hand signs and vertical scale. Use syllables do, ray, me, etc. Also coo and lah.

Teach names of lines and spaces a, b, c, d, e, f, g,

Study Chart A. Do not mention signatures. Simply show that doh has moved. Explain new points as encountered. Observe foot notes of chart. Be particular about the study of time introduced with this chart.

*Songs.*—By rote. Softly and sweetly sing good songs pitched quite high. Simple songs by means of \*hand signs or vertical scale, or syllables written horizontally on board.

\*See First Grade.

#### FOURTH GRADE.

*Vocal Drill.*—Erect, natural positions of the body. Free use of the breath and lips while singing. Soft, sweet tones. Gentle and quick exercises in humming, and in the scales up and down, using various vowels and syllables. Sustained tones on

(— o —) (— e —) (— oo —) (— oo — o — a — a)

*Tones and Note Work.*—On Vertical scale; practice the intervals in all combinations, using sharp of 4, called fe. Two parts on Vertical Scale. Sing also tones with syllables coo-lah.

Study Chart B, in connection with Primer through page 46. Take up each page on the chart systematically. Notice what pages of the Primer are mentioned at end of chart page, and study Primer pages in connection with chart pages. The signature of Key of C should be learned. Other keys simple mention that doh has moved. Explain new points as encountered.

*Songs.*—More difficult songs by rote to be sung sweetly.

## FIFTH GRADE.

*Vocal Drill.*—Erect, natural positions. Free use of breath and lips while singing. Soft, sweet tones. Gentle and rapid exercises in humming, and the scales up and down on vowels and syllables. Sustained tones

(ō, ē) (ō, ā) (ō, ī) (ō, ū) (ō, ū, ā, ē)

In the latter exercise, the lips must be used very freely.

*Tones and Note Work.*—On vertical scale practice the intervals in all combinations, introducing flat 7 or ta (or sa). Sing also tones with syllables coo, laa. Study Chart C and last part of Primer from page 51. (Chart C may seem hard at first, but if you study the pages in the Primer that go with page on the Chart, difficulties will disappear.) The signatures of Key of G and the Key of F must be learned. Explain all new points encountered.

*Songs.*—By rote, to be sung sweetly.

## SIXTH GRADE.

*Vocal Drill.*—Erect position of the body. Free use of the breath and lips while singing. Soft, sweet singing. Gentle exercises and humming. Vowels on sustained tones, alone and in combination. Also rapid scale practice on different syllables.

*Tones and Note Work.*—Study through page 53 of Second Reader, and whenever Chart E is indicated throughout the book, practice pages designated. The Signatures of the Keys of D and B flat should be learned. Observe notes at the end of each page in Book and Chart.

## SEVENTH GRADE.

*Vocal Drill.*—Same as Sixth Grade.

*Note Work.*—Study from page 54 in Reader II, and wherever Chart E is indicated in book, practice pages designated.

The signatures of the Keys of A and E flat should be learned. Observe the remarks at the end of the charts and books.

*Songs.*—By rote and note, with expression.

## EIGHTH GRADE.

*Vocal Drill.*—Breathing. Humming. Rapid scale practice, also in reader. Vocal Drills Ex. 1, 20, 37, 63, 89.

*Tone and Note Work.*—Use vertical scale for interval practice. Reader IV. Always use the page of Chart G indicated, and drill on those exercises before taking up ones in the book. The signatures of the Keys of E, A flat, B, and D flat should be learned.

Omit pages 6, 7, 10, 11, 17, 18, 22, 25, 28, 31, 34, 36, 37, 40, 42, 44, 52, 53, 57, 60, 66, 67, 70, 71, 74, 75, 80, 82, 83, 84, 88, 96, 101, 104, 106, 110. Ex. 276, page 113, also page 115.

*Songs.*—By rote and note. In this grade, pupils should acquire skill in the grasping of the musical thought, as they do the thought of the printed page. They should also be able to sing simple three-part exercises and songs by sight.

# Drawing.

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By Miss K. M. BALL, Supervising Teacher of Drawing.

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## TEACHERS' MEETINGS.

1. Teachers will assemble for instruction in Drawing at the beginning of each term. These meetings shall occupy a session of one hour and a half, the classes of the teachers called being dismissed at 2 P. M.
2. Board rules governing attendance and tardiness shall apply at these meetings. Principals will note this for their general report.

## SEATING AND LIGHTING OF ROOM.

Seats should be so arranged that the light may come from the left and rear of the room. Many class-rooms are so seated that the children sit and work in their own shadows, a condition which is very injurious to the eyes.

## BLACKBOARDS.

Blackboards should have no permanent decorations that may interfere with their usefulness for general work. All explanatory work should be put on the front boards, as side boards are apt to give foreshortened views, which is detrimental to sight.

## DUTIES OF PRINCIPALS.

1. Principals should supervise the drawing in their respective schools, and confer with the Director of Drawing concerning any unsatisfactory work.
2. They should see that all children are provided with the necessary material within a week from the opening of school, and that the drawing lessons begin promptly and be given regularly according to program.
3. Programs should be so arranged that the lessons in different classes do not conflict when different teachers find it necessary to use the same models.
4. Principals should be responsible for the condition of general materials, and make requisition for any that are not supplied to their schools. Every school should have one set of fifty cubes, one set of fifty cylinders, and a manual for each teacher's desk.
5. When a principal finds a teacher incapable of teaching drawing, he should detail another teacher from his school to do this work.

*Time.*—One hour a week, to be divided into periods according to the convenience of the teacher.

*Color Study.*—Color recognition, color relationships. Lay the scale. Study yellow, red, and blue. Use colored tablets, or water colors.

*Tablet Laying.*—Lay borders and rosettes, using circular, square, and oblong tablets. Make imaginative arrangements of tablets.

*Stick Laying.*—Copy designs from given blackboard drawings. Make imaginative arrangements.

*Paper Folding.*—Fold the shawl, roof, book, square with diameters and diagonals, card case, frame, windmill, ship, and similar things.

*Drawing:*

For drills in formal work, use the pencil. For free expression in appearance drawings, use any of the following mediums: pencil, charcoal, colored crayons, brush and ink or water colors.

*Drill Exercises.*—Study position of body, hand, arm, paper, pencil, and pencil holding. Drill on circles and straight lines, on the blackboard and on paper. Work for free, full-arm movement, for delicacy of touch and light, soft lines.

*Appearance Drawing.*—Draw available, useful, and beautiful objects. Make large, free, quick drawings, which represent expressions of seeing, rather than accurate drawings. Learn imaging and tracing around the contour of the object in the air with the pencil. Draw from leaves, flowers, grasses, fruits, and vegetables, each child working from his own object.

Draw from the pose to illustrate stories. Use drawing to illustrate other studies. Work for facility and not for accuracy.

Copy given blackboard drawings. Work for a degree of accuracy.

*Picture Study.*—Study the works of well-known artists who represent things of interest to child life. Coordinate this work with the language work.

SECOND GRADE.

*Time.*—One hour a week, to be divided into periods, according to the convenience of the teacher.

*Color Study.*—Review laying the scale of twelve spectrum colors. Review yellow, red, blue, and study green, orange, and violet. Use colored tablets, or water colors.

*Tablet Laying.*—Lay borders and center arrangements, using all the different kinds of tablets. Make imaginative arrangements.

*Stick Laying.*—Study lengths of 1 to 6 inches. Lay geometric forms, squares, oblongs, triangles. Lay borders and decorative designs from given blackboard drawings. Lay imaginative arrangements.

*Paper Folding and Cutting.*—Fold and cut decorative designs in parts of four; for example, four-pointed star, Greek cross, quatrefoil. Modify these forms for original patterns.

*Drawing:*

For drills in formal work, use the pencil. For free expression in appearance drawings, use any of the following mediums: pencil, charcoal, colored crayons, brush and ink, and water colors.

*Drill Exercises.*—Review position of body, hand, arm, paper, pencil, and pencil holding. Drill on circles and straight lines on the black-

board and on paper. Work for free, full-arm movement, for delicacy of touch, and light, soft lines.

*Decorative Drawing.*—Draw decorative designs made in paper-folding and cutting and in tablet and stick laying. Learn bisection, trisection, and testing measurements on the pencil. Work for a degree of accuracy. Make very light lines for guide lines and strong, uniform lines for finished exercises.

*Appearance Drawings.*—Draw available useful and beautiful objects. Make large, free, quick drawings which represent expressions of seeing rather than accurate drawings. Teach imaging and tracing around the contour of objects in the air with the pencil. Draw from leaves, flowers, grasses, fruits, and vegetables, each child working from his own object. Draw from the pose to illustrate a story. Use drawing to illustrate other studies. Work for facility and not for accuracy. Copy given blackboard drawings. Work for a degree of accuracy.

*Picture Study.*—Study the works of well known artists who represent things of interest to child life. Coordinate this work with the language work.

#### THIRD GRADE.

*Time.*—One hour a week, to be divided into periods according to the teacher's convenience.

*Making Paper Models.*—Make a two-inch cube or square prism. Make some object suggested by the cube.

*Paper Folding and Cutting.*—Fold and cut decorative arrangements in parts of four, and three; for example, four-leaved rosette, quatrefoil, Maltese cross, and trefoil. Modify these forms for original patterns.

#### *Color Study:*

Study and scale three tones of red, orange, yellow, or green, blue, and violet. Make several designs selected from the exercises in folding and cutting, using two or three tones of the same color. Use colored papers, or water color wash.

#### *Drawing:*

For drills in formal work, use the pencil. For free expression in appearance drawing, use any of the following mediums: pencil, charcoal, colored crayons, brush and ink, or water colors.

*Drill Exercises.*—Review movement exercises in circles and straight lines, and study simple bilaterals. Work on the blackboard and on paper.

*Decorative Drawing.*—Make several careful drawings on paper of designs made in paper folding and cutting. Pay special attention to accuracy in bisecting, trisection, and testing measurements on the pencil; to drawing with full arm movement; to making all guide or construction lines *very* light and all finished lines uniformly strong. *tion lines very light, and all finished lines uniformly strong.*

*Appearance Drawing.*—Draw available, useful and beautiful objects. Make large, free, quick drawings which represent expressions of seeing, rather than accurate drawings. Learn imaging and tracing around the contour of the object, in the air, with the pencil. Draw from leaves, flowers, grasses, fruits, and vegetables, always working from the object. Draw from the pose to illustrate a story. Use drawing to illustrate other studies. Work for facility and not for accuracy.

*Picture Study.*—Study the works of well known artists who represent things of interest to child life. Coordinate this study with language and composition work.

#### FOURTH GRADE.

*Time.*—One hour a week, to be divided into periods according to the teacher's convenience.

*Making Paper Models.*—Make a 4x2 inch square prism or a 4x2 inch right-tri-prism. Make some object suggested by either prism.

*Paper Folding and Cutting.*—Fold and cut decorative arrangements in parts of three and six; for example, three and six-leaved rosettes. Also make simple bilateral shapes by folding and cutting.

*Color Study.*—Study and scale five tones of red, orange, yellow, or green, blue, and violet. Make several designs selected from the exercises in folding and cutting, or from illustrations in the drawing book, using two or three tones of the same color. Use colored papers or water-color wash.

##### *Drawing:*

For drills in formal work use the pencil. For free expression in decorative and appearance drawing, use any of the following mediums: pencil, charcoal, colored crayons, brush and ink, or water colors.

*Drill Exercises.*—Review movement exercises in circles and straight lines. Study ellipses, double loop, and bilateral designs. Work on the blackboard and on paper.

*Decorative Drawing.*—Make memory drawings of paper cuttings, on the blackboard. Make several careful drawings on paper, of decorative designs given in the drawing book. Pay special attention to accuracy in bisecting, trisecting, and testing measurements on the pencil; to drawing with full arm movement; to making all guide or construction lines very light, and all finished lines uniformly strong.

*Appearance Drawing.*—Draw available, useful and beautiful objects. Make large, quick, free drawings which represent expression of seeing rather than accurate drawings. Teach imaging and tracing around the contour of the object, in the air, with the pencil. Draw from leaves, flowers, grasses, fruits, and vegetables and shells, each child working from his own object. Draw from the pose to illustrate a story. Use drawing to illustrate other studies. Work for facility and not for accuracy.

*Picture Study.*—Study the works of well known artists as outlined in the drawing book. Coordinate this study with language and composition work.

#### FIFTH GRADE.

*Time.*—One hour a week, to be divided into periods according to the teacher's convenience.

*Making Paper Models.*—Make a 4x2 inch cylinder, or a 4x2 inch cone. As a home exercise, make some object suggested by either of these two geometric types.

*Paper Folding and Cutting.*—Fold and cut decorative arrangements in parts of five; for example, the pentagon, five-pointed stars, and five-leaved rosettes. Also make simple bilateral shapes in vase forms by folding and cutting.

*Color Study.*—Study and scale five tones of red-orange, red-violet, yellow-orange, or yellow-green, blue-green, and blue-violet. Make several designs selected from the exercises in folding and cutting, or from the illustrations in the drawing book, using two or three tones of the same color. Used colored papers or water-color wash.

*Drawing:*

For drills and all technical drawing, use the pencil. For free expression in decoration and appearance drawing, use any of the following mediums: pencil, charcoal, colored crayons, brush and ink, or water-colors.

*Drill Exercises.*—Review movement exercises in circles and straight lines, ellipses, double loop, and simple bilaterals. Study reversed curves, vase forms, and advanced bilaterals. Make memory drawings of paper cuttings. Work on the blackboard and on paper.

*Decorative Drawing.*—Make several careful drawings on paper of decorative designs given in the drawing book. Pay special attention to accuracy in bisecting, trisecting and testing measurements on the pencil; to drawing with full arm movement; to making all guide or construction lines very light, and all finished lines uniformly strong.

*Technical Perspective.*—Draw the cylinder and things like it.

*Appearance Drawing.*—Free Drawing Applying Principles of Perspective: Draw a number of useful and beautiful objects, such as flower-pots, waste-baskets, buckets, vases, pieces of pottery, Indian baskets, and Japanese and Chinese lanterns and umbrellas. Free Drawing from Natural Objects: Draw several examples from foliage, flowers, grasses, and budding plants, fruits, vegetables, and shells. Illustrative Drawing: Draw from the pose to illustrate a story, and add imaginative backgrounds. Illustrate other studies.

*Picture Study.*—Study the works of well known artists as outlined in the drawing book. Coordinate this study with work in composition.

SIXTH GRADE.

*Time.*—One hour a week, to be divided into periods according to the teacher's convenience.

*Making Paper Models.*—Make a 2-inch cube or a 4x2-inch square pyramid. As a home exercise, make some object suggested by either of these geometric types.

*Color Study.*—Study and scale five tones of russet, brown and citrene, or olive, slate, heliotrope and neutral gray. Make several pieces of ornament suggested by the drawing book illustrations, using one, two, or three tones of the same color. This work may be done with colored papers or with water-color wash.

*Drawing:*

For drills and all technical drawings use the pencil. For free expression in decorative and appearance drawing use any of the following mediums: pencil, charcoal, colored crayons, brush and ink, or water colors.

*Drill Exercises.*—Review movement exercises in circles, straight lines, ellipses, double loop and bilaterals. Study rosettes. Work on the blackboard and on paper.

*Decorative Drawing*.—Draw examples of historic ornament from given examples in the drawing book.

*Appearance Drawing*.—Technical Perspective: Draw the cube in the positions of facing and turned at angles of 45 degrees. Free Drawing, Applying Principles of Perspective: Draw a number of useful objects, such as boxes, books, and baskets. Draw several beautiful objects, such as vases, pieces of pottery, Indian baskets, Japanese and Chinese lanterns and umbrellas. Free Drawing from Natural Objects: Draw several examples from foliage and flowers, or fruits, vegetables and shells. Illustrative Drawing: Draw from the pose to illustrate a story and add imaginative backgrounds. Illustrate other studies.

*Picture Study*.—Study the works of well known artists, as outlined in the drawing book. Co-ordinate the study with work in composition.

#### SEVENTH GRADE.

*Time*.—One hour a week, to be divided according to the teacher's convenience.

*Constructive Drawing*.—Draw geometric problems and face views of models and useful objects suggested by the drawing book. Use instruments for every part of the work.

*Decorative Drawing*.—Draw examples of historic ornament from given examples in the drawing book. Use any medium, pencil, pen and ink, brush and ink, or water colors.

*Appearance Drawing*.—Technical Perspective: Review principles governing the representation of cylindrical and conical objects; also, those governing the drawing of the cube in the positions of facing and turned at angles of 45 degrees. Study and draw the cube and similar objects in the position of turned at angles of 30 and 60 degrees. Light and shade: Study and draw wooden geometric types and plaster casts, with a view of seeing light and shade. Study methods of rendering in the given drawing book illustrations. Draw in light and shade several examples of beautiful objects. Use any medium.

*Picture Study*.—Study the works of well known artists, as outlined in the drawing book. Coördinate this study with the work in composition.

#### EIGHTH GRADE.

*Time*.—One hour a week, to be divided according to the teacher's convenience.

*Constructive Drawing*.—Draw geometric problems and face views of useful objects suggested by the drawing book. Use instruments for every part of this work.

*Decorative Drawing*.—Draw examples of historic ornament from given examples in the drawing book. Use any medium: pencil, pen and ink, brush and ink, or water colors.

*Appearance Drawing*.—Review perspective principles governing the representation of cylindrical and angular objects. Review principles governing the representation of light and shade. Study methods of rendering in the given drawing book illustrations. Draw several useful and beautiful objects in light and shade. Study grouping. Draw several groups of beautiful objects. Use any medium.

*Picture Study.*—Study the works of well known artists, as outlined in the drawing book. Coördinate this study with the work in composition.

NINTH GRADE.

*Time.*—One hour a week, to be divided according to the teacher's convenience.

*Constructive Drawing.*—Draw face views of useful objects suggested by the drawing book. Make plans and elevations of the school house. Use instruments for every part of the work.

*Decorative Drawing.*—Draw examples of historic ornament from given examples in the drawing book. Use any medium, pencil, pen and ink, brush and ink, or water colors.

*Appearance Drawing.*—Draw groups of useful and beautiful objects in light and shade. Use any medium.

*Picture Study.*—Study the works of well known artists, as outlined in the drawing book. Coördinate this study with the work in composition.

# Illustrated History.

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Mrs. H. B. STEELE, Special Teacher of History, with Stereopticon.

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(Mrs. H. B. STEELE, Special Teacher of History, with Stereopticon.)

Taught through illustrated lectures upon the following themes:

*Life and Times of Columbus*.—These lessons will also touch upon the countries of Italy, Portugal, and Spain, as they were connected with his life and times.

*The History and Civilization of the United States of America*.—Divided into lectures comprising different periods.

*Countries of Europe* Which are, and have been, Closely Connected with the United States, Historically and Commercially, namely: England, Scotland, Ireland, France, Holland and Germany.

*Conditions and Events in the World of To-day*.—Cuba, with the Spanish and American war; the Philippines; Japan; the Hawaiian Islands; California.

The aim of each lesson is to impress the pupil through the mind and eye, teaching a combination of Geography, History, Literature, Civilization, and Patriotism.

This branch of instruction is conducted by Mrs. Hattie B. Steele, Special Teacher of History, and her lectures are planned so as to be correlative with the course of study.

(Supplement to be attached to and used with the July Schedule, 1899.)

## DEPARTMENT OF PUBLIC INSTRUCTION

SAN FRANCISCO, CALIFORNIA,

R. H. WEBSTER, Superintendent.

### FALL SCHEDULE OF WORK

FOR THE

## Primary and Grammar Grades,

JULY 31 TO DECEMBER 15, 1899.

BY DIRECTION OF THE BOARD OF EDUCATION.

### DAY SCHOOLS.

[Owing to lack of funds, the "Suggestions to Teachers" contributed by Committees, and the usual "Instructions," must be omitted. Classes should be prepared for written examinations in subjects other than those presented in May-June and July-August, and for slight advance in percentages. An "Aid to the Teaching of the Lady of the Lake and Evangeline," prepared in part by Messrs. Kellogg and Blanchard, of the English Department, Lowell High School, this city, may be obtained in pamphlet form of J. W. Graham, Hanford, Cal.; or, through Mrs. Hattie J. Bain, Vice Principal of the Crocker Grammar School, this city. Grammar School teachers will find therein the aid desired, though much applies only to high schools. Revised English Grammar, State Advanced Grammar, and State Grammar (revised), in the July Schedule, mean the same book].

#### FIRST GRADE.

READING.—Words and sentences from blackboard, with teacher, 25 to 30 words during first quarter, for beginners; add 50 new words in second quarter. Simple words from supplementary readers. State Reader to lesson XII.

SPELLING. By imitation; teach 30 new words singly and used in sentences. Writing form words or sentences. Oral work.

LANGUAGE.—Teach placing of given words (nouns) in oral sentences; to copy sentences from blackboard; oral reproduction work; incorporate literature and history in an easy way, using simple sentences; beginning of written language; simple telling sentences; learn use of capital and period; write name and age in complete sentences.

NUMBERS.—Teach counting, reading, writing numbers to 25. Use of objects individually in hands of children: additions to 10 and subtractions. Begin short columns. Simple problems in addition and subtraction. Coinage to \$1 by use of money. Signs plus and equals: 1 plus 2 equals 3; 2 plus 3 equals 5. Minus: 3 minus 2 equals 1.

WRITING.—Vertical; small letters; easy common capitals.

## FALL SCHEDULE OF WORK OF THE

## SECOND GRADE.

READING.—State First Reader through lesson 48, and one supplementary reader.

SPELLING.—All words in State Reading Book, through lesson 48. Essential words from other lessons.

LANGUAGE (Oral).—Reproduction of stories cultivating correct use of short sentences. Columbus, National Holidays; names of the days; geography talks; recitations from memory work; measurements of school room and building. Health lesson talks.

LANGUAGE (Written).—Abbreviations: Mr., Mrs., days of the week. Name and address of child. Proper use of words in brief sentences. One rule for capitalization.

ARITHMETIC (Written).—Numbers to 100; Roman numerals through 15; State Primary Number Lessons through lesson 35; development of four fundamental principles through 15. Drill on signs plus, minus, multiplication, division; adding and subtracting through 100; multiplying and dividing through 15; adding two-place numbers, and developing place-value of units and tens.

## THIRD GRADE.

READING.—Reader through page 95. Supplementary reading once or twice a week.

SPELLING.—From reader, through page 95. Keep even with reading.

LANGUAGE.—Language Lessons through 21. Short stories and compositions. Dictation once a week.

ARITHMETIC.—Write numbers to 10,000; write Roman numbers to 50; tables through 7's and review; mechanical and practical work in addition, subtraction, multiplication, division; practical problems in addition, subtraction, multiplication; drill on combinations and column adding daily; State number Lessons through 86; day, week, month; inch, foot, yard; dozen; pint, quart, gallon, dollar-sign and decimal point; add and subtract by 2, 3, 4, 5; review of year's work.

GEOGRAPHY.—Draw plan of school room; study direction; vicinity of San Francisco; natural features of land and water; through page 14 in Geography.

HISTORY.—Omit Hittell's, except as teacher may wish to refer. Harr Wagner's Pacific Coast History Stories, 50 pages.

HUMANE EDUCATION.—Read half the book. Questions on pages 61-62; 66; 70-71.

## FOURTH GRADE.

READING AND LITERATURE.—Revised Third Reader, lessons 1 to 39. Require pupils to be familiar with two of Longfellow's shorter poems, not in the State readers. Biographical sketch of Longfellow, as per page 239 of the Grammar. Follow directions for Fourth and Fifth Grades (July Schedule). Vocal Training, pages 11-15, Fourth Reader.

SPELLING.—State Spelling Book, lessons 1-38, inclusive, and the following from the geography lessons:

Bering, St. Lawrence, Asia, Melville, Victoria, magnetic, geography, Lancaster, Ellesmere, Humboldt, glacier, Greenwich, Brewster, Reikia-vik, Hecla, Ireland, Baffin, Grinnell, Humboldt, Cockburn, Farewell, Arctic, Yukon, Bristol, Kodiak, Sitka, Athabasca, Winnipeg, Hudson, Chudleigh, Labrador, Belle Isle, Newfoundland, Brunswick, St. Lawrence, Scotia, Sable, Montreal.

**LANGUAGE.**—State Language Lessons to 61. Select nouns and verbs.

**ARITHMETIC (Written).**—Rapid Addition and Multiplication. Tables through 10's. Require accuracy and speed. Write numbers to 500,000. Roman numerals to 100. Problems: Two operations, pages 28, 29, 30, 57, 58, 59. Long Division, 2 figures. Long Measure, Time, U. S. Money. Definitions. Combination Examples.

**MENTAL ARITHMETIC.**—Parallel written arithmetic

**GEOGRAPHY.**—Pages 34 to 45, inclusive.

**HISTORY.**—First 50 pages, Harr Wagner. Omit Hittell.

**HUMANE EDUCATION.**—Read the amount scheduled. Questions from pages 119, 120, 125, 126.

#### FIFTH GRADE.

**READING AND LITERATURE.**—Revised Fourth Reader to lesson 17. Longfellow's "Village Blacksmith" (page 31 of Reader), to be memorized and used in Language Work. Biographical sketches of Henry W. Longfellow (as per page 239 of Grammar). Follow Directions in July Schedule. Vocal Training, pages 11-15, inclusive, Fourth Reader.

**SPELLING.**—Words under Fourth Grade Geography and the following: Aleutian Islands, Yaqui, Olympia, Boise City, Idaho, Arizona, Phoenix, Tucson, Eureka, Austin, Des Moines, Cheyenne, Minnesota, Minneapolis, Nebraska, Tennessee, Tallahassee, Raleigh, Pennsylvania, Vicksburg, Massachusetts, Maine, Connecticut, New Hampshire, Vermont, Rhode Island, Delaware, Tahlequah, Wyoming, Humboldt, Milwaukee, Michigan, Sault Ste. Marie, Montpelier, Annapolis, Kentucky, Carolina, Louisiana, Tombstone, Helena, Dakota, Jersey, Indianapolis, Tulare, Los Angeles, Sacramento, Astoria, Yuma, Gila, Virginia, Austin, Bismarck, Chihuahua, Georgia, Florida, San Joaquin, Shasta, Assiniboina, Selkirk, Victoria, Nova Scotia, Indian Territory, Houston, Baton Rouge, Mobile, Chattahoochee, Savannah, Wilmington, Albemarle, Dubuque, Cascade, Sierra Madre, Walla Walla, Detroit, Oskosh. From Reader, through lesson 16, for spelling, defining, sentence-making.

**LANGUAGE AND COMPOSITION.**—Through lesson 28, Revised English Grammar, State Series. Composition work in connection with Literature and History, and as outlined in July Schedule. Analyze and diagram simple sentences. Refer to previous edition of State Grammar for form of diagraming.

**ARITHMETIC (Written).**—Rapid Addition. Practice Tables. Combination examples, pages 55 to 82, as per July Schedule.

**MENTAL ARITHMETIC.**—Bailey's, pages 35 to 48.

**GEOGRAPHY.**—Pages 23 to 34, to "North America."

**HISTORY.**—Harr Wagner, 50 pages; Hittell, Chapter I, America and India; Biographies of John Smith, Miles Standish, Wm. Penn, Patrick Henry.

#### SIXTH GRADE.

**READING AND LITERATURE.**—Revised Fourth Reader, lessons 23 to 32; also, lessons 65 to 70. Biographical sketch of J. G. Whittier, as per page 239, Grammar. Lines 143 to 211, inclusive, from Whittier's, "Snow Bound," to be memorized and used in Literature Study. Vocal Training, pages 11-15, inclusive, Fourth Reader.

**SPELLING, DEFINING, AND SENTENCE-MAKING.**—State Speller to lesson 39. Revised Fourth Reader, lesson 23 to lesson 32; also lessons 65 to 70. Emphasize sentence-making.

**GRAMMAR.**—To Adverbs, lesson 50. Parts of Speech to be distinguished readily. Analysis and diagraming of simple sentences. See directions for teaching Verbals and Diagraming under "Grammar," Eighth Grade. Emphasize use of synonyms, dictation and correction of common errors.

**ARITHMETIC.**—To page 122, as per July Schedule. Rapid addition, combination examples, thorough work on fractions. Insist upon accuracy and speed.

**MENTAL ARITHMETIC.**—Use Bailey's as per "July Schedule."

**GEOGRAPHY.**—From page 88, through Europe. Bound important State of each group.

**NATURE STUDY.**—Through page 55, Fairbanks. Questions from Reference Topics and pages 15, 22, 29, 36, 42, 55. Book to be read to class by teachers; blank-book work enough for questions.

**HISTORY.**—First fifty pages of Harr Wagner, and pages 150 to 154, 165, 166. [Pages 150 to 152, 153, 154, 165, 166, refer to work in back of book, which relate to first 50 pages.] From Hittell the following: pages 4a, paragraphs 1, 2, 3, 4, 6; 8b, paragraphs 1, 2, 3, 4; 20a, paragraphs 1, 2, 3, 4, 5; 31, paragraphs 4, 5; 31a, paragraphs 9, 10; 31b, paragraphs 1, 2, 5 (omit "when"); 38, paragraphs 1, 2; 38a, paragraphs 5, 6, 7, 8, 9, 10. Memorize. Omit Chapter III, Hittell's.

**PHYSIOLOGY (State).**—Chapter V (Hygiene), to Condition of Food, page 177.

#### SEVENTH GRADE.

**READING.**—Revised Fourth Reader, lessons 32 to 48.

**LITERATURE.**—"Vision of Sir Launfal," supplemental lessons, Revised Fourth Reader, page 5. Require abstracts and paraphrases in connection with study of poem. Biographical sketches of Lowell and William Cullen Bryant, as per page 239, Grammar. Memorize first half of "Thanatopsis." Vocal Training, pages 11-15, inclusive, Fourth Reader. Composition work in Grammar should be emphasized, and short essays on current events required.

**SPELLING, DEFINING, AND SENTENCE-MAKING.**—State Speller, lessons 75 to 134. Reader, lessons 32 to 49. Special emphasis placed upon sentence-making. Spelling from text-books within limitations of Schedule.

**WORD ANALYSIS.**—Prefixes and Suffixes, with words to illustrate. Take as far as page 19.

**GRAMMAR.**—Lessons 85 to 122. Parts of speech to be distinguished readily. Parsing and analysis, diagraming and verbals to be taught as outlined in State Grammar, previous edition.

**ARITHMETIC.**—Review factors and multiples, page 91, to solid measure, page 134. Rapid addition and combinations.

**MENTAL ARITHMETIC.**—Bailey's, along lines of Written Arithmetic; also pages 101, 102, 103, 104, inclusive.

**GEOGRAPHY.**—Page 42, to Northeastern States, page 58.

**HISTORY.**—To Chapter IX, page 56.

**PHYSIOLOGY.**—Half of outlined work, July Schedule.

**CIVIL GOVERNMENT.**—Part I.

#### EIGHTH GRADE.

**LITERATURE.**—Longfellow's "Evangeline," Cantos I, II, III, for reading and study. Select similes and metaphors, study by lessons 248-254, inclusive, State Grammar. Explain geographical, historical, and Biblical references. Require abstracts. Biographical sketches of Longfellow and Holmes from Brander Matthews' State Grammar, page 239, for outline. Composition work in connection with Literature. Memorize "Chambered Nautilus," by Holmes. Vocal Training, pages 11-15, inclusive, Fourth Reader.

**GRAMMAR.**—Lesson 155, State Grammar (Revised), to lesson 190. Parsing and analysis. Diagraming required. Teachers compare State Series Advanced Grammar (previous edition) for classification of verbals and connectives; also for form of conjugation and diagraming.

**SPELLING.**—Page 183 to page 242, inclusive. No sentence-making nor defining required from State Speller. Words from text books, within limitations of Schedule of Work.

**WORD ANALYSIS.**—Page 30 to page 50, prefixes and suffixes.

**ARITHMETIC.**—Pages 99, 100, 101; pages 122 to 154, inclusive; pages 168 to 171, inclusive. Take up linear, capacity, and weight in Metric system. See Ninth Grade course for reference books.

**MENTAL ARITHMETIC.**—Bailey's Mental Arithmetic, along lines of written arithmetic. Rapid addition and multiplication.

**GEOGRAPHY.**—Page 42, to Southern States, page 65.

**HISTORY.**—Page 98 to page 179.

**PHYSIOLOGY AND HYGIENE.**—Pages 151 to 202.

**CIVIL GOVERNMENT.**—Pages 181-188, U. S. History

#### NINTH GRADE.

**LITERATURE.**—Scott's Lady of the Lake, Canto 1. Shakespeare's Julius Caesar, Act 1, for reading and study as per lessons 248-254, inclusive, State (Revised) Grammar. Composition in connection with Literature. Biographical sketches of Wm. Shakespeare and Sir Walter Scott, as per page 239, Grammar. Antony's speech, Julius Caesar, for recitation. Vocal Training, pages 11-15, Fourth Reader.

**GRAMMAR.**—Lesson 183 to Part III, parsing and analysis. Diagraming required. Teachers compare State Series Advanced Gram-

mar, previous edition, for classification of verbals and connectives; also for conjugation and diagraming.

**SPELLING.**—Lessons 300 to 360. No sentence-making nor defining required from State Speller. Words from text-books within limitations of Schedule.

**WORD-ANALYSIS.** Pages 61 to 77. Prefixes and suffixes in connection with derivaties, as follows:

Dare, datum—to give: Addition, data, editor, tradition, extradition.  
Debere, debitum—to owe: Indebted, debit.

Decem, decimus—ten, the tenth: December, decimal, decimate.

Dens, dentis—a tooth: Dentist, dentrifice, indent.

Deus, divinus—God, divine: Deify, deity, divinity.

Dicere, dictum—to say: Dictatorial, diction, benediction, indictment, verdict, valedictory, indite.

Dies, jour—a day: Diary, meridian, diurnal, journalist, adjournment.

Dividere, divisum—to divide: Subdivide, individual, divisible, device.

Dolere, dolitum—to grieve: Doleful, dolorous, condolence.

Ducere, ductum—to lead: Conducive, educate, inducement, traducer, ductility, aqueduct, productive, introduction.

Duo—two: Duplicate, duelist, duplicity, dubious.

Durus—hard:

Durare, duratum—to last: Durability, endurance, duration, obduracy.

Emere, emptum—to buy: Exempt, peremptory, promptitude, impromptu.

Errare, erratum—to wander: Erroneous, erratum, aberration, erratic.

Esse, entis—to be, being: Absentee, omnipresent, nonentity, essential.

Facere, factum—to do, make: Facetious, facilitate, fac-simile, deficiency, official, proficient, benefactor, manufacture, infectious, defective, effectual, counterfeit, feasible.

Fallere, falsum—to deceive: Fallacy, infallible, falsify, defaulter.

Fanum—a temple: Fanatic, profanity.

Fari, fatus—to speak: Fatality, affable, preface, nefarious.

Fateri, fatus—to show: Confession, professional.

Felix, felicis—happy: Felicity, felicitate.

Fendere, fensum—to keep off: Defendant, offensive, defensible.

Ferre, latum—to bear: Fertility, circumference, deference, proffer, referee, coniferous, collation, dilatory translation.

Fervere—to boil:

Fermentum—leaven: Fervent, effervesce, fermentation.

Festus—joyful: Festivity, festoon.

Fidere, fidelis—to trust: Confidant, diffident, fidelity, perfidy, affidavit.

Figere, fixum—to join: Crucifix, prefix, suffix.

Fingere, fictum—to form:

Figura—shape: Fictitious, disfigure, feign, effigy.

Firmus—strong, stable: Firmness, infirmity, affirmative.

Flamma—flame: Inflammable, inflammatory.

Flectere, flexum—to bend: Reflection, flexible, circumflex.

Floss, floris—a flower: Florist, floriculture, flourish.

Foedus, foederis—a league: Federalist, confederacy.

Folium—a leaf: Foliage, folio.

Forma—shape or form: Performance, deformity, formula, uniform.

Fortis—strong: Fortitude, discomfort, reinforce.

Frangere, fractum—to break:

Fragilis—easily broken: Infringe, fraction, fracture, fragile.

Frater—brother: Fratricide, fraternal.

Frons, frontis—forehead: Frontage, confront, effrontery.

Fruror, fructus—to enjoy:

Fruges—corn: Fructify, frugal, fruition.

Fugere, fugitum—to flee: Refugee, fugitive.

Fumus—smoke: Fumigate, perfumery.

Fundere, fusum—to pour: Refund, fusible, diffusion, effusive, profusion.

Gerere, gestum—to bear: Belligerent, gesture, digestion, suggestion.

Gignere, etc.: Gentility, generous, degenerate, ingenuous, ingenuous.

Gradi, gressus—to walk: Gradual, degrade, ingredient, aggressive, congressional.

Gratus—thankful, pleasing: Gratuitous, gratitude, ingratiate, graceful.

Gravis—heavy: Gravity, grievance.

Habere, etc.: Habitable, prohibition, inhabitant, habiliment.

Haerere, haesum—to stick: Adhesive, cohesion, hesitation.

Haeres—an heir: Heritage, heiress, disinherit.

Homo, a man:

Humanus: Homage, inhuman.

Humus, humilis—the earth: Exhume, humiliate.

Jacere, jactum—to throw: Abject, ejection, projectile, ejaculate.

Jungere, junctum—to join.

Jugum—a yoke: Junction, injunction, subjugate.

Juarare, juratum—to wear: Juror, conjuror, perjury.

Jus—right, law, etc.: Jurisdiction, justify, prejudice.

Legere, lectum, to gather, to read: Legend, legible, intelligence, eligible, lecture.

Leavre, levatum—to raise: Elevate, alleviate, irrelevant, lever.

Liber—free: Liberty, delivery, liberal.

Locus—a place: Locomotive, dislocate, locality.

Loqui, locutus—to speak: Loquacious, eloquent, soliloquy.

Ludere, lusum—to play: Ludicrous, allude, delusion, illusion.

**Lux**, lumen—light: Lucid, translucent, illuminate.

**Magnus**—great: Magnify, magnificent, mayor, magistrate.

**Manus**—the hand: Manufacture, manuscript, emancipate, maneuver.

**Mare**—the sea: Submarine, maritime.

**Medius**—the middle: Mediaeval, immediate, Mediterranean.

**ARITHMETIC**.—From page 181 to exchange, page 228. Metric system: linear measure, measures of capacity and weight. Teachers' reference books: Bailey's, Hachette's or Wentworth's (High School) Arithmetics.

**MENTAL ARITHMETIC**.—Bailey's, along lines of written arithmetic. Quick addition and multiplication.

**GEOGRAPHY**.—From page 92 to 113.

**HISTORY**.—From page 233 to page 303.

**CIVIL GOVERNMENT**.—Pages 187-188, U. S. History.

**BOOKKEEPING**.—Bryant and Stratton's Common School Single Entry, transactions. First series, page 26, by Model, pages 21-25; second series, page 47, by Model, pages 29-44; statement, page 45. Examples for practice, page 46. Business forms, pages 203-204.

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#### NOTES.

The following corrections and additions in the Music and Drawing course should be made:

#### MUSIC.

Third Grade.—Add Chart A.

Fourth Grade.—Through page 45. Chart B.

Fifth Grade.—From page 46. Chart C.

Sixth Grade.—Chart E.

Seventh Grade.—Chart E.

Eighth Grade.—Through page 81. Chart G.

Ninth Grade.—Completed from page 82. Also Chart G.

On page 21—o-ö-a should be o-ä-a.

Pupils should be prepared by December on at least one-fourth the work prescribed in the July Schedule.

The Eighth Grade Schedule is changed and the ninth added as follows:

#### EIGHTH GRADE.

**VOCAL DRILL**.—Breathing, humming, rapid scale practice.

**TONES AND NOTE WORK**.—Use vertical scale for interval practice. Reader IV, through page 50, omitting pages 6, 7, 10, 11, 17, 18, 22, 25, 28, 31, 34, 36, 37, 40, 42, 44. Use pages of chart G, indicated. Study the signatures of the key of E. The key of A flat, the key of B, and the key of D flat should be learned.

**SONGS**.—By note and note, with expression.

## NINTH GRADE.

VOCAL DRILL.—Breathing. Humming. Rapid scale practice.

TONE AND NOTE WORK.—Use vertical scale for interval practice. Study Reader IV from page 81 through page 121, omitting pages 82, 83, 84, 88, 96, 101, 104, 106, 110, 113, 115. Use pages of chart G indicated. Review the signatures of all the keys.

SONGS.—By rote and note. In this grade pupils should acquire skill in the grasping of the musical thought, as they do the thought of the printed page. They should be able to sing simple three-part exercises and songs by sight.

## HAND SIGNS.



SOH



TE.



LAH



ME.



DOM



RAY



FAN

These hand signs are to be used in teaching the intervals of the scale, and are insisted on for the first three grades. Use the Italian syllables: Do, re, mi, fa, sal, la, ti. The high do sign has greater elevation; otherwise it is the same as the low do sign.

## DRAWING.

Third Grade.—Color Study, last word, "wash," omit. Decorative drawing, fifth line, omit.

Sixth Grade.—Color Study. Last word, "wash," omit.

# EVENING ELEMENTARY SCHOOLS

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FALL SCHEDULE, JULY 31 TO DECEMBER 15, 1899.

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(Board Examinations last week in January, 1900.)

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## FOURTH GRADE.

READING.—State Third Reader (Revised), first ten lessons.

SPELLING.—Words at beginning and end of reading lessons, and first fifty words given under Fourth Grade, Day.

LANGUAGE.—State Lessons in Language, lessons 41 to 60. Letters, short compositions.

ARITHMETIC.—State Advanced, to page 35. Much mental drill.

GEOGRAPHY.—State Elementary, North America, pages 34-45.

HISTORY.—Eggleston's Stories of Great Americans for Little Americans, in hands of teacher, one-third the book for January examinations.

WRITING.—Ginn's Round-hand Vertical, Book III., one-half.

## FIFTH GRADE.

READING.—Fourth Reader (Revised), from lesson 1 to lesson 14; Vocal Culture, pages 11-15, inclusive.

SPELLING.—From Reader, also State Speller, lesson 1 to lesson 15.

LANGUAGE.—State Lessons in Language, pages 30 to 50. Composition work, including letter-writing and dictation.

ARITHMETIC.—State Advanced; multiplication, addition, subtraction, and division of whole numbers, and simple examples in decimal work.

MENTAL ARITHMETIC.—Drill on oral and written exercises.

GEOGRAPHY.—Elementary Geography, pages 34 to 54. History in connection with Geography. Reference, Harr Wagner's Pacific Coast History Stories.

WRITING.—Ginn's Round-hand Vertical, Book IV., one-half.

## SIXTH GRADE.

READING.—State Fourth Reader (Revised) from lesson 27 to lesson 41. Vocal Training, pages 11-15, inclusive, Fourth Reader.

SPELLING.—State Speller, from lesson 1 to lesson 32.

GRAMMAR AND COMPOSITION.—State Advanced Grammar, from lesson 1 to lesson 20. Composition work including excuses, invitations, and letter-writing.

ARITHMETIC.—State Series Advanced, addition, subtraction, multiplication, and division of common fractions.

**MENTAL ARITHMETIC.**—The oral exercises and shorter examples in written exercises.

**GEOGRAPHY.**—State Elementary, pages 88 to 103.

**HISTORY.**—One-half Harr Wagner's Pacific Coast History Stories.

**WRITING.**—Ginn's Round-hand Vertical, Book V., one-half.

#### SEVENTH GRADE.

**READING.**—Lessons 32 to 48, State Fourth Reader (Revised). Study by lessons 248-254, inclusive, State Grammar. Vocal Training, pages 11-15, inclusive, Fourth Reader.

**SPELLING, DEFINING, SENTENCE-MAKING.**—Lessons 75 to 130.

**GRAMMAR AND COMPOSITION.**—Lessons 38 to 61, State Grammar (Revised). Narrative and descriptive composition, letters.

**ARITHMETIC.**—Factors, multiples, pages 97, 98; decimals, pages 113, 114; Bills, long measure, square measure, cubic measure, pages 168, 169, 170.

**MENTAL ARITHMETIC.**—State Advanced, exercise 141; drill on the aliquot parts of a dollar; drill on compound numbers.

**GEOGRAPHY.**—State Advanced; questions on map of North America, page 43, paragraphs 253, 254, 255, 256, 257, 258, 262, 263, page 48; questions on location of States, page 54; Political United States, pages 54, 55.

**HYGIENE.**—Narcotics and poisons, pages 193, 197, State Physiology, in hands of teacher.

**HISTORY.**—Discoveries and settlements, State U. S. History to page 47.

**WRITING.**—Ginn's Round-hand, Book VI., one-half.

#### EIGHTH GRADE.

**READING AND LITERATURE.**—“Evangeline,” Cantos I and II. Study by lessons 248-254, inclusive, State Grammar; similes and metaphors; explain references. Biography of Longfellow from Brander Matthews. Composition work in connection with “Evangeline,” as per page 239, State Grammar. Vocal Training, pages 11-15, inclusive, Fourth Reader.

**SPELLING AND DEFINING.**—State Speller, lessons 183 to 242.

**WORD ANALYSIS.**—State Speller, lessons 410, 411.

**GRAMMAR AND COMPOSITION.**—State Grammar (Revised), lessons 82 to 100. Analysis and parsing. Teach analysis by diagram according to lesson 69. Narrative and descriptive composition once a month. Diagrams per previous edition State Grammar.

**ARITHMETIC.**—Pages 99, 100, 101, 113, 114; stone and brick work, lumber measure, carpeting, circular measure, longitude and time, pages 150, 151, 152.

**MENTAL ARITHMETIC.**—Exercises 137, 139, 141.

**GEOGRAPHY.**—Canada, Mexico, Central America, and West Indies, pages 92 to 99.

**HISTORY.**—The Revolutionary Period emphasized, pages 98 to 165.

**WRITING.**—Business forms, vertical, Book VII., one-half.

**HYGIENE.**—“Things to Avoid,” page 224, State Physiology, in hands of teachers.

## NINTH GRADE.

READING AND LITERATURE.—Shakespeare's Julius Caesar, Act I, for reading; study along lines suggested in the State Grammar, lessons 248-254, inclusive. Mark Antony's speech, for recitation; pp. 11-15 of the State Fourth Reader for vocal culture. Biography of Wm. Shakespeare, as per page 239, State Grammar. Omit Brander Matthews in hands of teacher.

GRAMMAR AND COMPOSITION.—Definition of all the parts of speech, page 100; phrases and clauses, lessons 58-85; diagrams as in lesson 69; nouns, lessons 102, 105, 111, 113, 120; pronouns, lessons 126, 127, 128, 130, 131, 132, 135; adjectives, lessons 139, 140, 142, 151; adverbs, lessons 155, 156, 164, 166; prepositions, lessons 170, 174; conjunctions, lesson 181 define co-ordinating, subordinating, and correlatives as in lessons 176, 177, and 179; verbs, lessons 191, 194, 196, 198, 199, 200 (emphasized), 201, 205, 206, 207, 212, 216, 221, 225; conjugate "be," page 279. Diagram as per previous edition of State Grammar.

SIMILE AND METAPHOR.—Lesson 185, Analysis and Parsing.

COMPOSITION.—For directions see lessons 122, 123, 124, 125, 130, 153, 154 (cautions, page 157), 168, 169.

SPELLING.—Lessons 300 to 356. Define the words or show their use by means of oral sentences.

WORD ANALYSIS.—Lessons 409, 410, 412, 413, State Speller.

ARITHMETIC.—Pages 181 to 220, inclusive; metric length, liquid, weight. Omit the following: page 187; examples 7, 9, 10, 12, and 16, on page 191; page 192; exercises 220, 221; page 196; examples 9 to 14 on page 199; examples 8, 9, 10, 13, 15, 16, on page 203; exercise 234; examples 5 to 12, exercise 236; examples 11 to 19, page 211; exercise 238; examples 4 to 10, exercise 240; examples 4 to 10, exercise 242; examples 5 to 11, exercise 243.

MENTAL ARITHMETIC.—Oral exercises in State Advanced, 205, 207, 210, 213, 215, 219, 223, 237; Bailey's, pages 101-115. Book in hands of teacher.

GEOGRAPHY.—Page 6, paragraphs 2, 3 (see questions, page 8); page 11, paragraphs 36, 37, 41, 42; page 12, paragraphs 44, 45, 48; page 13, paragraphs 53, 54, 56 (see questions, page 14); page 14, paragraphs 57, 59, 60, 62, 66; page 15, paragraphs 67, 68, 74, 75; page 16, paragraphs 77, 78, 82, 86, 94, 97; page 18, paragraphs 105, 106. Canada, pages 92, 93, paragraphs 561, 562, 565, 566, 567, 568, 579. Mexico, Central America, South America and West Indies, page 96, paragraphs 583, 584, 585, 586, 588, 592, 593, 598, 599, 601, 604, statements to be corrected. South America, page 100, questions on location of countries and cities, paragraphs 610, 612, 617, 628, 630, 633, 634, 636, 642.

HISTORY.—Washington's Administration to Lincoln's, not inclusive.

CIVIL GOVERNMENT AND BOOKKEEPING.—Second term,

## PRINCIPALS

Are directed as follows:

To see that the Course of Study, the Rules of the Board and the State Laws with reference to the schools are complied with, and that thorough work is done in the classes.

To keep an inventory of all the books, apparatus, flags and supplies in the school.

To see that the registers are kept in uniform and orderly manner, and in ink.

To keep informed of the conduct of children on their way to and from school and in the yards. Particular care should be exercised that no child shall have cause of complaint of his fellows. The chalking of buildings, fences and sidewalks should be suppressed.

To confine examination questions to the limits of the instructions to teachers.

To see that the supply of books, maps, globes and apparatus is kept up, and used in the interest of objective or observation work.

To see that the provision for home lessons is complied with.

To co-operate in every endeavor to secure right intent and careful observation and execution from every pupil.

To impress the importance of drill, after thorough understanding of subjects taught, and review.

To protect classes against injudicious promotions, and to suppress unwise class requirements.

To permit temporary arrangements so that music may be assigned to the most expert teachers.

## SPECIFIC DIRECTIONS TO TEACHERS.

More than one section of class at discretion of teacher, but no more recitations are to be heard in a day than will permit of thorough mastery and drill on each; pupils are not to be hurried for the sake of touching each subject every day; consider only enough daily to permit of thorough, enthusiastic work.

Every teacher should endeavor to be a good black-board writer.

Classes should have sufficient daily review and drill.

In place of supplementary reading in grammar grade classes teachers will make use of the school library.

In all schools teachers may be assigned by the Principal to music classes according to their abilities in the subject. Schools not organized in music well enough to follow the course should make special efforts to bring the work up to grade at an early date. The voices of boys from thirteen to fifteen years of age inclusive, must not be strained.

Public reading and speaking, parliamentary usage and debating, in upper grades, in connection with Civil Government.

Fourth to ninth grades, inclusive: A business letter and one commercial form, such as an order for goods, a bill or a receipt, from pupils to Principals, on report day, and one composition or letter of friendship to Principals between report days, spelling and punctuation to be especially attended to. These are intended for the inspection of the Principal, the teacher to attend to the marking and correction of the papers.

Calisthenic and breathing exercises, twice daily.

Dole's "The American Citizen" in hands of teachers of seventh and eighth and ninth grades.

Patriotism, morals, manners and humane instruction in all grades at a set time, weekly.

The day's exercises should begin with song. Appropriate selections will be found in the back part of the prescribed music books.

Board or Principal's examinations at close of term; Board examinations at end of year. Visits by Superintendent and Deputies during term.

Provide a time daily for individual instruction, if possible. This will be of especial benefit to ambitious pupils who are behind in their class work.

Many young teachers fail in discipline by a wrong conception of the principle of "ruling by love." Mutual esteem should exist throughout a school, among pupils and teachers and between all and the Principal; but it is a mistake to sacrifice a demand of obedience and good intent for fear of loss of good will; nor should the unworthy or unruly be placed in posts of honor to win good

will. Opposite results from a class, always discriminating, might be expected.

In the grammar grades supplementary reading has been diminished, that reading may be better taught and literature more thoroughly analyzed.

In all grammar grades defining must accompany spelling and reading.

Annual promotion of classes; but principals may put back incapable pupils, after consulting with class teachers, at any time during the year.

Should injury to desks or other annoyance occur where day and evening classes occupy the same room, the Principals should confer to fix responsibility.

Teachers are not to relax watchfulness over their classes by visiting associate teachers during session or by work on examination papers or registers. The closest attention to discipline is expected. [Vide "Rules."]

Correlation or concentration should be constantly in the minds of the teachers. For instance, no zealous teacher would fail to bring into the geography lessons facts from the history. In geography, also, current events will be drawn upon, that the pupil's stock of general information should be of constant growth and ready use.

That part of the State Law which pupils should know should be read from the register once a month.

In every recitation insist upon an erect position, distinct articulation, and correct expression.

Insist on all written work being done neatly, the pencils being sharp, and of sufficient length.

Books and papers should always be placed in good order in desks.

The use of pencil tablet paper is recommended in place of slates.

Corporal punishment shall not be administered in the High Schools, nor upon girls in any schools of the Department. Such punishment must be administered by Principals, by Vice-Principals having charge of boys' yards, or by teachers of primary classes, with consent of Principals, and shall only be resorted to in extreme cases, when other means fail to maintain obedience. No excessive, cruel or unusual punishment shall be allowed.

All modes of punishment calculated to degrade a pupil, and the use, on the part of any teacher, of discourteous language towards pupils or parents, are expressly forbidden.

Every classroom should be supplied with a national flag, and the same should be saluted every morning. On Monday mornings the salute should be accompanied by the pledge: "I pledge allegiance to my flag and to the Republic for which it stands—one people, one language, one flag."

Avoid the use of irritating language. The sarcastic teacher is likely to have insolent pupils.

As far as possible avoid placing a pupil in a position in which he will be tempted to tell a falsehood.

Give few commands, but enforce those made.

Make no rash promises, but keep those made.

Make the schoolroom attractive and pleasant.

Widest latitude to teachers in making up programs and following methods, but a copy of the program must be written in the register and another kept posted in the schoolroom.

Home work: Third grade, half hour; fourth, fifth and sixth grades, one hour; seventh and eighth grades, one and one-half hours; ninth grade, two hours. These are the least limits. Enough time should be devoted to secure sufficient preparation for thorough work the next day. Some will not require as much time as specified; others, more, at times.

The twenty minutes allowed for recess must include the time necessary for leaving and returning to rooms and all preparations and exercises incidental thereto. Preparations for dismissal must not be made till five minutes of the hour set for the same. (See "Rules of the Board.")

In all cases of doubt as to the best method of procedure in matters pertaining to the course of study or discipline, the advice of the Principal should be sought.

Close attention should be given to temperature and ventilation. Loss of or damage to the thermometers supplied last year should be reported at once to the superintendent.



**Supplement to be attached to and used with the July Schedule, 1899.)**

To take the place of the September Schedule.

## DEPARTMENT OF PUBLIC INSTRUCTION

SAN FRANCISCO, CALIFORNIA,

*R. H. WEBSTER, SUPERINTENDENT.*

October 3, 1899.

### REVISED FALL SCHEDULE OF WORK

*FOR THE*

## Primary and Grammar Grades,

JULY 31 TO DECEMBER 15, 1899.

*BY DIRECTION OF THE BOARD OF EDUCATION.*

*To Principals and Teachers, Ladies and Gentlemen:*

I. Owing to lack of funds the "Suggestions to Teachers" contributed by teachers, and the usual "Instructions," must be omitted from this manual.

II. One-half of everything in the July Schedule, not in the Fall Schedule, should be taken. This is especially emphasized.

III. Classes should be prepared for written examinations in subjects other than those presented in May-June, and July-August, and for slight advance in percentages.

IV. Examinations in music and drawing on one-fourth the amount scheduled for the year.

V. Not more than half an hour a week should be given to each of the subjects: music, drawing, sewing.

VI. Vertical writing is imperative.

VII. Principals of grammar grades are not to give nor permit to be given to pupils any work not within the limits prescribed in the Schedules, particularly nature or science work, or exhibition work.

VIII. An "Aid to the Teaching of the Lady of the Lake and Evangeline," prepared in part by Messrs. Kellogg and Blanchard, of the English department, Lowell High School, this city, may be obtained in pamphlet form of J. W. Graham, Hanford, Cal., or through Mrs. Hattie J. Bain, Vice-Principal of the Crocker Grammar School, this city. Grammar School teachers will find therein the aid desired, though much applies only to high schools.

IX. Works for reference, on pedagogy, on the teaching of the subjects of the Schedules, on history, literature, etc. may be found in the Teachers' Library of this department at the rooms of the Superintendent.

X. Annotated editions of Literature for the 7th, 8th and 9th grades may be procured in pamphlet form, at 5, 10 and 15 cents per copy.

Teachers are directed to require pupils to purchase pamphlet copies of *Evangeline* and *The Lady of the Lake*.

### FALL SCHEDULE—DAY SCHOOLS. FIRST GRADE.

READING.—Words and sentences from blackboard, with teacher, 25 to 30 words during first quarter, for beginners; add 50 new words in second quarter. Simple words from supplementary readers. State Reader to lesson XII.

SPELLING. By imitation; teach 30 new words singly and used in sentences. Writing from words or sentences. Oral work.

LANGUAGE.—Teach placing of given words (nouns) in oral sentences; to copy sentences from blackboard; oral reproduction work; incorporate literature and history in an easy way, using simple sentences; beginning of written language; simple telling sentences; learn use of capital and period; write name and age in complete sentences.

NUMBERS.—Teach counting, reading, writing numbers to 10. Use of objects individually in hands of children; additions to 10 and subtractions. Begin short columns. Simple problems in addition and subtraction. Coinage to \$1 by use of money. Signs plus and equals: 1 plus 2 equals 3; 2 plus 3 equals 5. Minus: 3 minus 2 equals 1. The terms plus and minus need not be used.

WRITING.—Vertical; small letters; easy common capitals. Book I in hands of teacher.

### SECOND GRADE.

READING.—State First Reader through lesson 48, and one supplementary reader.

SPELLING.—All words in State Reading Book, through lesson 48. Essential words from other lessons.

LANGUAGE (Oral).—Reproduction of stories cultivating correct use of short sentences. Columbus, National Holidays; names of the days; geography talks; recitations from memory work; measurements of school room and building. Health lesson talks.

LANGUAGE (Written).—Abbreviations: Mr., Mrs., days of the week. Name and address of child. Proper use of words in brief sentences. One rule for capitalization.

ARITHMETIC (Written).—Numbers to 100; Roman numerals through 15; State Primary Number Lessons through lesson 35; development of four fundamental principles through 15. Drill on signs plus, minus, multiplication, division; adding as far as 100, and subtracting from 100 on the following plan: 2, 4, 6; 5, 10, 15, etc.; 100, 98, 96; 100, 97, 94; 100, 95, 90, etc.; adding one-place numbers.

HUMANE EDUCATION.—To page 26.

## THIRD GRADE.

READING.—Reader through page 95. Supplementary reading once or twice a week.

SPELLING.—From reader, through page 95. Keep even with reading.

LANGUAGE.—Language Lessons through 25. Short stories and compositions. Dictation once a week.

ARITHMETIC.—Write numbers to 1,000; write Roman numbers to 25; tables through 5's and review; mechanical and practical work in addition, subtraction, multiplication, division; practical problems in addition, subtraction, multiplication; drill on combinations and column adding daily; State number Lessons through 66; day, week, month; inch, foot, yard; dozen; pint, quart, gallon, dollar-sign and decimal point; add and subtract by 2, 3, 4, 5.

GEOGRAPHY.—Draw plan of school room; study direction; vicinity of San Francisco; natural features of land and water; through page 14 in Geography.

HISTORY.—Omit Hittell's, except as teacher may wish to refer. Harr Wagner's Pacific Coast History Stories, read 50 pages. Matter for questions next term.

HUMANE EDUCATION.—Read half the book. Questions on pp. 61, 62, 66, 70, 71.

## FOURTH GRADE.

READING AND LITERATURE.—Revised Third Reader, lessons 1 to 39. Require pupils to be familiar with two of Longfellow's shorter poems, not in the State readers. Biographical sketch of Longfellow, as per page 239 of the Grammar. Follow directions for Fourth and Fifth Grades (July Schedule). Vocal Training, pages xi-xv, Fourth Reader.

SPELLING.—From State Reader, words at beginning and end of first 20 lessons.

LANGUAGE.—State Language Lessons to 61. Select nouns and verbs.

ARITHMETIC (Written).—Rapid Addition and Multiplication. Tables through 10's. Require accuracy and speed. Write numbers to 500,000. Roman numerals to 100. Problems: Two operations, pages 28, 29, 30, 57. Long Division, 2 figures. Long Measure, Time, U. S. Money. Definitions. Combination Examples.

MENTAL ARITHMETIC.—Parallel written arithmetic

GEOGRAPHY.—Pages 23 to 34.

HISTORY.—First 50 pages, Harr Wagner. Omit Hittell. Matter for questions next term.

HEALTH TALKS.—Bathing, pure air. State Physiology in hands of teacher.

HUMANE EDUCATION.—Read to class to page 168, Part III. Questions from pages 119, 120, 125, 126.

## FIFTH GRADE.

READING AND LITERATURE.—Revised Fourth Reader to lesson 11. Longfellow's "Village Blacksmith" (page 161 of Reader), to be memorized and used in Language Work. Biographical sketch of Henry W. Longfellow (as per page 239 of Grammar). Follow Directions in July Schedule. Vocal Training, pages xi-xv, inclusive, Fourth Reader.

## FALL SCHEDULE OF WORK OF THE

**SPELLING.**—From Reader through lesson 11. Defining and sentence-making from words at end of lessons.

**LANGUAGE AND COMPOSITION.**—Through lesson 23, Revised English Grammar, State Series. Composition work in connection with Literature and History, and as outlined in July Schedule. Analyze and diagram simple sentences. Refer to previous edition of State Grammar for form of diagraming.

**ARITHMETIC (Written).**—Rapid Addition. Practice Tables. Combination examples, pages 55 to 78, as per July Schedule, omitting pages 70-71.

**MENTAL ARITHMETIC.**—Bailey's, pages 35 to 48.

**GEOGRAPHY.**—Review pages 23-34, take 34-45.

**HISTORY.**—Harr Wagner, read 50 pages; matter for questions next term; Hittell, Chapter I to "Suggested Correlations." Biographies of Columbus, Da Gama, Vespucci, Cortez, Balboa, as per State Grammar, page 239.

**NATURE STUDY.**—Nature Stories of the Northwest (Bashford). Teacher to read first 75 pages to class. Matter for questions next term.

**HEALTH LESSONS.**—Hygiene, State Physiology, Chapters I and II. Questions from page 237.

**HUMANE EDUCATION.**—Part IV to page 247. Questions from pages 235, 236, 244.

## SIXTH GRADE.

**READING AND LITERATURE.**—Revised Fourth Reader, lessons 23 to 32, omitting selections from Harrison and Bateman, pages 72-73; also, take lessons 65 to 70. First 178 lines of "Snow Bound," for reading as literature. First 18 lines to be memorized and recited individually and by class. Vocal Training, pages xi-xv, inclusive, Fourth Reader.

**SPELLING, DEFINING AND SENTENCE-MAKING.**—State Speller to lessons 39. Revised Fourth Reader, lesson 23 to lesson 32; also lessons 65 to 70. Emphasize sentence-making, using only starred words in Speller.

**GRAMMAR.**—To adverbs, lesson 50. Parts of speech to be distinguished readily. Analysis and diagraming of simple sentences, as per State Grammar, previous edition. Emphasize use of synonyms; dictation; correction of common errors.

**ARITHMETIC (Written).**—To page 122, as per July Schedule; first half the problems in exercises 154, 155, 156, 157. Rapid addition, combination examples, thorough work in common fractions. Insist on accuracy and speed.

**MENTAL ARITHMETIC.**—Along lines of Written Arithmetic.

**GEOGRAPHY.**—From page 88 to page 108.

**NATURE STUDY.**—Through page 55, Fairbanks. Questions from pages 15, 22, 29, 36, 42, 55. Book to be read to class by teachers; blank-book work enough for questions.

**HISTORY.**—Harr Wagner. Read pages 1-50, 150-154. Matter for questions next term. Omit Hittell.

**PHYSIOLOGY (State).**—Chapter V (Hygiene), to Condition of Food, page 177.

## SEVENTH GRADE.

READING.—Revised Fourth Reader, lessons 32 to 48.

LITERATURE.—Read the "Vision of Sr Launfal," Supplemental Lessons, page 5, Revised Fourth Reader. Memorize, and recite individually and by class to the first starred line. Biographical sketches of Lowell and Wm. Cullen Bryant, as per page 289 State Grammar. Memorize, and recite individually and by class last verse of "Thanatopsis," beginning: "So live," etc. Vocal Training, pages xi-xv, inclusive, Fourth Reader. Composition work in Grammar should be emphasized, and short talks on current events required.

SPELLING, DEFINING, AND SENTENCE-MAKING.—State Speller, lessons 75 to 134 and Reader lessons 32 to 48. Special emphasis placed upon sentence-making, using only the starred words in Speller.

WORD ANALYSIS.—Prefixes and Suffixes, with words to illustrate. Take as far as page 19, omitting pages 5-8. Emphasize sentence-making.

GRAMMAR.—Lessons 72 to 105. Parts of speech to be distinguished readily. For parsing and analysis, diagraming and verbals see State Grammar, previous edition. Teach by both editions.

ARITHMETIC.—Review factors and multiples, page 91, to solid measure, page 134. Rapid addition and combinations.

MENTAL ARITHMETIC.—Bailey's, along lines of Written Arithmetic.

GEOGRAPHY.—Page 42, to Northeastern States, through page 55.

HISTORY.—To Chapter IX, page 56.

PHYSIOLOGY.—Chapter VII, Hygiene. Questions from page 242.

CIVIL GOVERNMENT.—Part I.

## EIGHTH GRADE.

LITERATURE.—Longfellow's "Evangeline," prelude, beginning: "This is the forest primeval," and Part I, beginning: "In the Arcadian Land," for reading and study. Select similes and metaphors; study by lessons 248-254, inclusive, State Grammar. Explain geographical, historical, and Biblical references. Biographical sketches of Longfellow and Holmes from Brander Matthews. State Grammar, page 239, for outline. Composition work in connection with Literature. Memorize, and recite individually and by class "Chambered Nautilus," by Holmes, and first stanza of prelude to "Evangeline." Vocal Training, pages xi-xv, Fourth Reader.

GRAMMAR.—Lessons 126-173, State Grammar (Revised). Parsing and analysis. Diagraming required. Teachers compare State Series Advanced Grammar (previous edition) for classification of verbals and connectives; also for form of conjugation and diagraming. Teach by both editions.

SPELLING.—Page 183 to page 242, inclusive. No sentence-making nor defining required from State Speller.

WORD ANALYSIS.—Page 20 to page 50, prefixes and suffixes. Emphasize sentence-making.

ARITHMETIC.—Pages 99, 100, 101; pages 122 to 154, inclusive; pages 168 to 171, inclusive. Take up linear, capacity, and weight in Metric system. See Ninth Grade course for reference books.

MENTAL ARITHMETIC.—Bailey's Mental Arithmetic, along lines of written arithmetic. Rapid addition and multiplication.

GEOGRAPHY.—Page 42, to Southern States, page 65.

HISTORY.—Page 98 to page 179.

HEALTH LESSONS.—State Physiology, Hygiene, Chapters IX-X. Questions from Chapter X, page 244.

CIVIL GOVERNMENT.—Questions, page 187, State History.

#### NINTH GRADE.

LITERATURE.—Scott's Lady of the Lake, Canto 1. Historical, geographical and Biblical references. Figures of speech: Metonymy, personification, simile, metaphor, climax; for reading and study, as per lessons 248-254, inclusive, State (Revised) Grammar. Composition in connection with Literature. Biographical sketch of Sir Walter Scott, as per page 239, Grammar. First two verses of "The Chase" proper, beginning with "The stag," for memorizing and individual and class recitation. Vocal Training, pages xi-xv, Fourth Reader.

GRAMMAR.—Lesson 183 to Part III, parsing and analysis. Diagramming required. Teachers compare State Series Advanced Grammar, previous edition, for classification of verbals and connectives; also for conjugation and diagraming. Teach by both editions.

SPELLING.—Lessons 300 to 360. No sentence-making nor defining required from State Speller.

WORD-ANALYSIS. Pages 61 to 77. Prefixes and suffixes in connection with derivatives, as follows:

Dare, datum—to give: Addition, data, editor, tradition, extradition.

Debere, debitum—to owe: Indebted, debit.

Decem, decimus—ten, the tenth: December, decimal, decimate.

Dens, dentis—a tooth: Dentist, dentrifrice, indent.

Deus, divinus—God, divine: Deify, deity, divinity.

Dicere, dictum—to say: Dictatorial, diction, benediction, indictment, verdict, valedictory, indite.

Dies, jour—a day: Diary, meridian, diurnal, journalist, adjournment.

Dividere, divisum—to divide: Subdivide, individual, divisible, device.

Dolere, dolitum—to grieve: Doleful, dolorous, condolence.

Ducere, ductum—to lead: Conducive, educate, inducement, traducer, ductility, aqueduct, productive, introduction.

Duo—two: Duplicate, duelist, duplicity, dubious.

Durus—hard:

Durare, duratum—to last: Durability, endurance, duration, obduracy.

Emere, emptum—to buy: Exempt, peremptory, promptitude, impromptu.

Errare, erratum—to wander: Erroneous, erratum, aberration, erratic.

Esse, entis—to be, being: Absentee, omnipresent, nonentity, essential.

Facere, factum—to do, make: Facetious, facilitate, fac-simile, de-

ficiency, official, proficient, benefactor, manufacture, infectious, defective, effectual, counterfeit, feasible.

Fallere, falsum—to deceive: Fallacy, infallible, falsify, defaulter.  
Fanum—a temple: Fanatic, profanity.

Fari, fatus—to speak: Fatality, affable, preface, nefarious.

Fateri, fassus (fessus)—to show: Confession, professional.

Felix, felicis—happy: Felicity, felicitate.

Fendere, fensum—to keep off: Defendant, offensive, defensible.

Ferre, latum—to bear: Fertility, circumference, deference, proffer, referee, coniferous, collation, dilatory translation.

Fervere—to boil: Fervent, effervesce.

Fermentum—leaven: Fermentation.

Festus—joyful: Festivity, festoon.

Fidere, fidelis—to trust: Confidant, diffident, fidelity, perfidy, affidavit.

Figere, fixum—to join: Crucifix, prefix, suffix.

Fingere, fictum—to form: Fictitious, feign.

Figura—shape: Disfigure, effigy.

Firmus—strong, stable: Firmness, infirmity, affirmative.

Flamma—flame: Inflammable, inflammatory.

Flectere, flexum—to bend: Reflection, flexible, circumflex.

Flos, floris—a flower: Florist, floriculture, flourish.

Foedus, foederis—a league: Federalist, confederacy.

Folium—a leaf: Foliage, folio.

Forma—shape or form: Performance, deformity, formula, uniform.

Fortis—strong: Fortitude, discomfort, reinforce.

Frangere, fractum—to break:

Fragilis—easily broken: Infringe, fraction, fracture, fragile.

Frater—brother: Fratricide, fraternal.

Frons, frontis—forehead: Frontage, confront, effrontery.

Furor, fructus—to enjoy: Fructify; French, fruit, fruition.

Fruges—corn: Frugal.

Fugere, fugitum—to flee: Refugee, fugitive.

Fumus—smoke: Fumigate, perfumery.

Fundere, fusum—to pour: Refund, fusible, diffusion, effusive, profusion.

Gerere, gestum—to bear: Belligerent, gesture, digestion, suggestion.

Gigno, genitum: Congenital, progenitor.

Gens, gentis: Genteel, gentility, gentry.

Gener: Generate, degenerate, generation.

Gradi, gressus—to walk: Degrade, ingredient, aggressive, congressional.

Gradus: Gradual, gradation.

Gratus—thankful, pleasing: Gratitude, ingratiate.

Gravis—heavy: Gravity, gravitation, gravitate.

Habere, habitum: Prohibition, habiliment.

Haerere, haesum—to stick: Adhesive, cohesion, hesitation.

Haeres—an heir: Heiress.

## FALL SCHEDULE OF WORK OF THE

Homo—a man: Homage.

Humanus: Inhuman.

Humus, humilis—the earth: Exhume, humiliate.

Jacere, jactum—to throw: Ejaculate.

Jungere, junctum—to join: Junction, injunction.

Jugum—a yoke: Subjugate.

Jurare, juratum—to swear: Juror, conjuror, perjury.

Jus—right, law, etc.: Jurisdiction, justify, jury.

Legere, lectum, to gather, to read: Legend, legible, intelligence, eligible, lecture.

Levare, levatum—to raise: Elevate irrelevant, lever.

Liber—free: Liberty, liberal.

Locus—a place: Locomotive, dislocate, locality.

Loqui, locutus—to speak: Loquacious, eloquent, soliloquy.

Ludere, lusum—to play: ludicrous, allude, delusion, illusion.

Lux, lumen—light: Lucid, illuminate.

Magnus—great: Magnify, magnificent, mayor, magistrate.

Manus—the hand: Manufacture, manuscript, emancipate, maneuver.

Mare—the sea: Submarine, maritime.

Medius—the middle: Mediaeval, immediate, Mediterranean.

ARITHMETIC.—From page 181 to exchange, page 228. Metric system: linear measure, measures of capacity and weight. Teachers' reference books: Bailey's, Hatchette's or Wentworth's (High School) Arithmetics.

MENTAL ARITHMETIC.—Bailey's, along lines of written arithmetic. Quick addition and multiplication.

GEOGRAPHY.—From page 92 to 108.

HISTORY.—From page 233 to page 303.

CIVIL GOVERNMENT.—Pages 187-188, U. S. History, one-half the questions.

BOOKKEEPING.—Bryant and Stratton's Common School Single Entry, transactions. First series, page 26, by Model, pages 21-25; second series, page 47, by Model, pages 29-44; statement, page 45. Business forms, pages 203-204.

## NOTES.

The following corrections and additions in the Music and Drawing course should be made:

## MUSIC.

Third Grade.—Add Chart A.

Fourth Grade.—Through page 45. Chart B.

Fifth Grade.—From page 46. Chart C.

Sixth Grade.—Chart E.

Seventh Grade.—Chart E.

Eighth Grade.—Through page 81. Chart G.

Ninth Grade.—Completed from page 82. Also Chart G.

On page 21—o-ö-a should be o-ä-a.

Pupils should be prepared by December on at least one-fourth the work prescribed in the July Schedule.

The Eighth Grade Schedule is changed and the ninth added as follows:

#### EIGHTH GRADE.

**VOCAL DRILL.**—Breathing, humming, rapid scale practice.

**TONES AND NOTE WORK.**—Use vertical scale for interval practice. Reader IV, through page 50, omitting pages 6, 7, 10, 11, 17, 18, 22, 25, 28, 31, 34, 36, 37, 40, 42, 44. Use pages of chart G, indicated. Study the signatures of the key of E. The key of A flat, the key of B, and the key of D flat should be learned.

**SONGS.**—By rote and note, with expression.

#### NINTH GRADE.

**VOCAL DRILL.**—Breathing. Humming. Rapid scale practice.

**TONE AND NOTE WORK.**—Use vertical scale for interval practice. Study Reader IV from page 81 through page 121, omitting pages 82, 83, 84, 88, 96, 101, 104, 106, 110, 113, 115. Use pages of chart G indicated. Review the signatures of all the keys.

**SONGS.**—By rote and note. In this grade pupils should acquire skill in the grasping of the musical thought, as they do the thought of the printed page. They should be able to sing simple three-part exercises and songs by sight.

#### HAND SIGNS.



SOH.



TE.



LAH.



ME.



DOH.



RAY.



FAH.

These hand signs are to be used in teaching the intervals of the scale, and are insisted on for the first three grades. Use the Italian syllables: Do, re, mi, fa, sol, la, ti. The high do sign has greater elevation; otherwise it is the same as the low do sign.

#### DRAWING.

**Third Grade.**—Color Study, last word, "wash," omit. Decorative drawing, fifth line, omit.

**Sixth Grade.**—Color Study. Last word, "wash," omit.

# EVENING ELEMENTARY SCHOOLS

REVISED FALL SCHEDULE. JULY 31 TO DECEMBER 15, 1890.

(Board Examinations last week in January, 1890.)

## FOURTH GRADE.

READING.—State Third Reader (Revised), first ten lessons.

SPELLING.—Words and beginning and end of reading lessons.

LANGUAGE.—State Lessons in Language, lessons 41 to 60. Letters, short compositions.

ARITHMETIC.—State Advanced, to page 35. Much mental drill.

GEOGRAPHY.—State Elementary, North America, pages 34-45.

HISTORY.—Eggleston's Stories of Great Americans for Little Americans, in hands of teacher, one-third the book for January examinations.

WRITING.—Ginn's Round-hand Vertical, Book III., one-half.

## FIFTH GRADE.

READING.—Fourth Reader (Revised), from lesson 1 to lesson 14; Vocal Culture, pages xi-xv, inclusive.

SPELLING.—From Reader, also State Speller, lesson 1 to lesson 15.

LANGUAGE.—State Lessons in Language, pages 30 to 50. Composition work, including letter-writing and dictation.

ARITHMETIC.—State Advanced; multiplication, addition, subtraction, and division of whole numbers, and simple examples in decimal work.

MENTAL ARITHMETIC.—Drill on oral and written exercises.

GEOGRAPHY.—Elementary Geography, pages 34 to 54. History in connection with Geography. Reference, Harr Wagner's Pacific Coast History Stories.

WRITING.—Ginn's Round-hand Vertical, Book IV., one-half.

## SIXTH GRADE.

READING.—State Fourth Reader (Revised) from lesson 27 to lesson 41. Vocal Training, pages xi-xv, inclusive, Fourth Reader.

SPELLING.—State Speller, from lesson 1 to lesson 32.

GRAMMAR AND COMPOSITION.—State Advanced Grammar, from lesson 1 to lesson 20. Composition work including excuses, invitations, and letter-writing.

ARITHMETIC.—State Series Advanced, addition, subtraction, multiplication, and division of common fractions.

MENTAL ARITHMETIC.—The oral exercises and shorter examples in written exercises.

GEOGRAPHY.—State Elementary, pages 88 to 103.

HISTORY.—One-half Harr Wagner's Pacific Coast History Stories.

WRITING.—Ginn's Round-hand Vertical, Book V., one-half.

#### SEVENTH GRADE.

READING.—Lessons 32 to 48, State Fourth Reader (Revised). Study by lessons 248-254, inclusive, State Grammar. Vocal Training, pages xi-xv, inclusive, Fourth Reader.

SPELLING, DEFINING, SENTENCE-MAKING.—Lessons 75 to 130.

GRAMMAR AND COMPOSITION.—Lessons 38 to 61, State Grammar (Revised). Narrative and descriptive composition, letters.

ARITHMETIC.—Factors, multiples, pages 97, 98; decimals, pages 113, 114; Bills, long measure, square measure, cubic measure, pages 168, 169, 170.

MENTAL ARITHMETIC.—State Advanced, exercise 141; drill on the aliquot parts of a dollar; drill on compound numbers.

GEOGRAPHY.—State Advanced; questions on map of North America, page 43, paragraphs 253, 254, 255, 256, 257, 258, 262, 263, page 48; questions on location of States, page 54; Political United States, pages 54, 55.

HYGIENE.—Narcotics and poisons, pages 193, 197, State Physiology, in hands of teacher.

HISTORY.—Discoveries and settlements, State U. S. History to page 47.

WRITING.—Ginn's Round-hand, Book VI., one-half.

#### EIGHTH GRADE.

READING AND LITERATURE—"Evangeline," Prelude and Part I. Study by lessons 248-254, inclusive, State Grammar; similes and metaphors; explain references. Biography of Longfellow from Brander Matthews. Composition work in connection with "Evangeline," as per page 239, State Grammar. Vocal Training, pages xi-xv, inclusive, Fourth Reader.

SPELLING AND DEFINING.—State Speller, lessons 183 to 242.

WORD ANALYSIS.—State Speller, lessons 410, 411.

GRAMMAR AND COMPOSITION.—State Grammar (Revised), lessons 82 to 100. Analysis and parsing. Teach analysis by diagram according to lesson 69. Narrative and descriptive composition once a month. Diagrams per previous edition State Grammar.

ARITHMETIC.—Pages 99, 100, 101, 113, 114; stone and brick work, lumber measure, carpeting, circular measure, longitude and time, pages 150, 151, 152.

MENTAL ARITHMETIC.—Exercises 137, 139, 141.

GEOGRAPHY.—Canada, Mexico, Central America, and West Indies, pages 92 to 99.

HISTORY.—The Revolutionary Period emphasized, pages 98 to 165.

WRITING.—Business forms, vertical, Book VII., one-half.

HYGIENE.—"Things to Avoid," page 224, State Physiology, in hands of teachers.

FALL SCHEDULE OF WORK OF THE  
NINTH GRADE.

READING AND LITERATURE.—Shakespeare's Julius Caesar, Act I, for reading; study along lines suggested in the State Grammar, lessons 248-254, inclusive. Mark Antony's speech, for recitation; pp. xi-xv of the State Fourth Reader for vocal culture. Biography of Wm. Shakespeare, as per page 239, State Grammar. Omit Brander Matthews in hands of teacher.

GRAMMAR AND COMPOSITION.—Definition of all the parts of speech, page 100; phrases and clauses, lessons 58-85; diagrams as in lesson 69; nouns, lessons 102, 105, 111, 113, 120; pronouns, lessons 126, 127, 128, 130, 131, 132, 135; adjectives, lessons 139, 140, 142, 151; adverbs, lessons 155, 156, 164, 166; prepositions, lessons 170, 174; conjunctions, lesson 181 define co-ordinating, subordinating, and correlatives as in lessons 176, 177, and 179; verbs, lessons 191, 194, 196, 198, 199, 200 (emphasized), 201, 205, 206, 207, 212, 216, 221, 225; conjugate "be," page 279. Diagram as per previous edition of State Grammar. Simile and metaphor, lesson 185. Analysis and Parsing.

COMPOSITION.—For directions see lessons 122, 123, 124, 125, 130, 153, 154 (cautions, page 157), 168, 169.

SPELLING.—Lessons 300 to 356. Define the words or show their use by means of oral sentences.

WORD ANALYSIS.—Lessons 409, 410, 412, 413, State Speller.

ARITHMETIC.—Pages 181 to 220, inclusive; metric length, liquid, weight. Omit the following: page 187; examples 7, 9, 10, 12, and 16, on page 191; page 192; exercises 220, 221; page 196; examples 9 to 14 on page 199; examples 8, 9, 10, 13, 15, 16, on page 203; exercise 234; examples 5 to 12, exercise 236; examples 11 to 19, page 211; exercise 238; examples 4 to 10, exercise 240; examples 4 to 10, exercise 242; examples 5 to 11, exercise 243.

MENTAL ARITHMETIC.—Oral exercises in State Advanced, 205, 207, 210, 213, 215, 219, 223, 237; Bailey's, pages 101-115. Book in hands of teacher.

GEOGRAPHY.—Page 6, paragraphs 2, 3 (see questions, page 8); page 11, paragraphs 36, 37, 41, 42; page 12, paragraphs 44, 45, 48; page 13, paragraphs 53, 54, 56 (see questions, page 14); page 14, paragraphs 57, 59, 60, 62, 66; page 15, paragraphs 67, 68, 74, 75; page 16, paragraphs 77, 78, 82, 86, 94, 97; page 18, paragraphs 105, 106. Canada, pages 92, 93, paragraphs 561, 562, 565, 566, 567, 568, 579. Mexico, Central America, South America and West Indies, page 96, paragraphs 583, 584, 585, 586, 588, 592, 593, 598, 599, 601, 604, statements to be corrected. South America, page 100, questions on location of countries and cities, paragraphs 610, 612, 617, 628, 630, 633, 634, 636, 642.

HISTORY.—Washington's Administration to Lincoln's, not inclusive.

CIVIL GOVERNMENT AND BOOKKEEPING.—Second term.

## PRINCIPALS

Are directed as follows:

To see that the Course of Study, the Rules of the Board and the State Laws with reference to the schools are complied with, and that thorough work is done in the classes.

To keep an inventory of all the books, apparatus, flags and supplies in the school.

To see that the registers are kept in uniform and orderly manner, and in ink.

To keep informed of the conduct of children on their way to and from school and in the yards. Particular care should be exercised that no child shall have cause of complaint of his fellows. The chalking of buildings, fences and sidewalks should be suppressed.

To confine examination questions to the limits of the instructions to teachers.

To see that the supply of books, maps, globes and apparatus is kept up, and used in the interest of objective or observation work.

To see that the provision for home lessons is complied with.

To co-operate in every endeavor to secure right intent and careful observation and execution from every pupil.

To impress the importance of drill, after thorough understanding of subjects taught, and review.

To protect classes against injudicious promotions, and to suppress unwise class requirements.

To permit temporary arrangements so that music may be assigned to the most expert teachers.

## SPECIFIC DIRECTIONS TO TEACHERS.

More than one section of class at discretion of teacher, but no more recitations are to be heard in a day than will permit of thorough mastery and drill on each; pupils are not to be hurried for the sake of touching each subject every day; consider only enough daily to permit of thorough, enthusiastic work.

Every teacher should endeavor to be a good black-board writer.

Classes should have sufficient daily review and drill.

In place of supplementary reading in grammar grade classes teachers will make use of the school library.

In all schools teachers may be assigned by the Principal to music classes according to their abilities in the subject. Schools not organized in music well enough to follow the course should make special efforts to bring the work up to grade at an early date. The voices of boys from thirteen to fifteen years of age inclusive, must not be strained.

Public reading and speaking, parliamentary usage and debating, in upper grades, in connection with Civil Government.

Fourth to ninth grades, inclusive: A business letter and one commercial form, such as an order for goods, a bill or a receipt, from pupils to Principals, on report day, and one composition or letter of friendship to Principals between report days, spelling and punctuation to be especially attended to. These are intended for the inspection of the Principal, the teacher to attend to the marking and correction of the papers.

Calisthenic and breathing exercises, twice daily.

Dole's "The American Citizen" in hands of teachers of seventh and eighth and ninth grades.

Patriotism, morals, manners and humane instruction in all grades at a set time, weekly.

The day's exercises should begin with song. Appropriate selections will be found in the back part of the prescribed music books.

Board or Principal's examinations at close of term; Board examinations at end of year. Visits by Superintendent and Deputies during term.

Provide a time daily for individual instruction, if possible. This will be of especial benefit to ambitious pupils who are behind in their class work.

Many young teachers fail in discipline by a wrong conception of the principle of "ruling by love." Mutual esteem should exist throughout a school, among pupils and teachers and between all and the Principal; but it is a mistake to sacrifice a demand of obedience and good intent for fear of loss of good will; nor should the unworthy or unruly be placed in posts of honor to win good

will. Opposite results from a class, always discriminating, might be expected.

In the grammar grades supplementary reading has been diminished, that reading may be better taught and literature more thoroughly analyzed.

In all grammar grades defining must accompany spelling and reading.

Annual promotion of classes; but principals may put back incapable pupils, after consulting with class teachers, at any time during the year.

Should injury to desks or other annoyance occur where day and evening classes occupy the same room, the Principals should confer to fix responsibility.

Teachers are not to relax watchfulness over their classes by visiting associate teachers during session or by work on examination papers or registers. The closest attention to discipline is expected. [Vide "Rules."]

Correlation or concentration should be constantly in the minds of the teachers. For instance, no zealous teacher would fail to bring into the geography lessons facts from the history. In geography, also, current events will be drawn upon, that the pupil's stock of general information should be of constant growth and ready use.

That part of the State Law which pupils should know should be read from the register once a month.

In every recitation insist upon an erect position, distinct articulation, and correct expression.

Insist on all written work being done neatly, the pencils being sharp, and of sufficient length.

Books and papers should always be placed in good order in desks.

The use of pencil tablet paper is recommended in place of slates.

Corporal punishment shall not be administered in the High Schools, nor upon girls in any schools of the Department. Such punishment must be administered by Principals, by Vice-Principals having charge of boys' yards, or by teachers of primary classes, with consent of Principals, and shall only be resorted to in extreme cases, when other means fail to maintain obedience. No excessive, cruel or unusual punishment shall be allowed.

All modes of punishment calculated to degrade a pupil, and the use, on the part of any teacher, of discourteous language towards pupils or parents, are expressly forbidden.

Every classroom should be supplied with a national flag, and the same should be saluted every morning. On Monday mornings the salute should be accompanied by the pledge: "I pledge allegiance to my flag and to the Republic for which it stands—one people, one language, one flag."

Avoid the use of irritating language. The sarcastic teacher is likely to have insolent pupils.

As far as possible avoid placing a pupil in a position in which he will be tempted to tell a falsehood.

Give few commands, but enforce those made.

Make no rash promises, but keep those made.

Make the schoolroom attractive and pleasant.

Widest latitude to teachers in making up programs and following methods, but a copy of the program must be written in the register and another kept posted in the schoolroom.

Home work: Third grade, half hour; fourth, fifth and sixth grades, one hour; seventh and eighth grades, one and one-half hours; ninth grade, two hours. These are the least limits. Enough time should be devoted to secure sufficient preparation for thorough work the next day. Some will not require as much time as specified; others, more, at times.

The twenty minutes allowed for recess must include the time necessary for leaving and returning to rooms and all preparations and exercises incidental thereto. Preparations for dismissal must not be made till five minutes of the hour set for the same. (See "Rules of the Board.")

In all cases of doubt as to the best method of procedure in matters pertaining to the course of study or discipline, the advice of the Principal should be sought.

Close attention should be given to temperature and ventilation. Loss of or damage to the thermometers supplied last year should be reported at once to the superintendent.

# DEPARTMENT OF PUBLIC INSTRUCTION

SAN FRANCISCO, CALIFORNIA,

OCTOBER 23, 1899.

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*TO PRINCIPALS AND TEACHERS.*

LADIES AND GENTLEMEN:

I.

The December limitations in music will be confined to the following:

FOURTH GRADE.

- I. Primer, from pp. 6 and 7. Write staff, clef, whole note, half note, half rest, bar, double-bar, measure,  $\frac{2}{2}$  meter-signature.
- II. Place *do* for key of C, and the syllable name for each note.
- III. Write scale in key of C, in whole notes and half notes.

FIFTH GRADE.

- I. From Primer, pp. 46 and 47. Write staff, clef, whole note, half note, half rest, bar, double-bar, measure,  $\frac{2}{2}$  meter-signature, hold, tie, slur.
- II. Place *do* for key of C, and write the scale in that key, syllable name for each note.
- III. Write scale in key of C in whole notes and half notes.

SIXTH GRADE.

- I. From Reader II, pp. 5 and 6, write staff, clef, whole notes, half notes, quarter rest, quarter note, bar, double-bar, measure,  $\frac{2}{4}$  meter-signature,  $\frac{2}{2}$  meter-signature, tie, sharp.
- II. Place *do* for keys of C and D, and write syllable names in those keys, and signature of keys.
- III. Write scale of C in half notes, whole notes and quarter notes; also in key of D.

SEVENTH GRADE.

- I. From Reader II, pp. 54 and 55, omitting Ex. 277, 280. Write staff, clef, half note, quarter rest, eighth note, eighth rest, bar, double-bar, measure,  $\frac{3}{4}$  meter-signature,  $\frac{4}{4}$  or common meter signature,  $\frac{5}{4}$  meter-signature,  $\frac{6}{4}$  meter-signature, sharp.
- II. Write scale of C and G in quarter and eighth notes.

EIGHTH GRADE.

- I. From Reader IV, pp. 5, 9, 12, omitting Ex. I. Write staff, clef, half note, quarter note, quarter rest, half rest, eighth note, eighth rest, six-

teenth note, bar, double-bar, measure,  $\frac{2}{4}$ ,  $\frac{3}{4}$ ,  $\frac{4}{4}$  meter-signature, sharp flat.

II. Write scale of C, E, F, with signatures, in half, quarter and eighth notes, designating with syllables.

#### NINTH GRADE.

From Reader IV, pp. 89, 94, 95. Write staff, clef, quarter note, half note, quarter rest, half rest, eighth note, eighth rest, bar, double-bar,  $\frac{4}{4}$  time,  $\frac{3}{4}$  meter-signature, natural, sharp and flat, tie.

II. Write scale in keys of C and F in half, quarter and eighth notes

#### NOTES.

I. The work above designated by grades is for Board Examination in December.

II. For vocal work:

(a). Sing all the above written work by syllables, particular attention to time, and soft, sustained tone.

(b). Sing a verse of some good song (patriotic, twice a week) by note or rote—soft, light, brisk tone, every morning. Time not to be taken from the half hour of systematic work.

(c). Observe general instructions.

(d). [First, Second and Third Grades, may give more time.

#### II.

#### DRAWING.

(a). In drawing, one hour per week is to be occupied in 1st, 2d, and 3d grades, which may include time for distribution and collection of materials; in all others one-half hour, which does not include the time required for distribution and collection of materials.

(b). The December limitations will be confined to the following:

#### FIRST GRADE.

I. *Color Study.*

(a). Color recognition.

(b). Color relationship.

(c). Lay the scale.

II. *Tablet and Stick Laying.*

(a). Lay borders and rosettes from dictation and from blackboard drawings.

III. *Paper Folding.*

(a). Do exercises 1, 2, 3, 4 and 5 from supervisor's notes.

IV. *Formal Drawing.*

Study position and pencil holding; do exercises 1 and 2 of supervisor's notes.

V. *Drawing for Observation* to be done with either pencil or brush.

(a). Simple foliage.

(b). Vegetables and fruits.

VI. *Spontaneous Drawing.*

Illustrate other subjects.

## SECOND GRADE.

I. *Color Study.*

(a). Review Red, Yellow and Blue.

II. *Tablet Laying.*

(a). Lay borders and center arrangements.

III. *Paper Folding.*

(a). Fold a square, with diameters, diagonals and oblique square.

(b.) Fold four pointed star.

(c). Fold Greek cross.

IV. *Formal Drawing.*

(a.) Study position and pencil holding.

(b). Do exercises 1, 2 and 7 from supervisor's notes.

(c). Learn bisecting and trisecting, and testing measurements on the pencil. Work for light lines.

V. *Drawing for Observation*, to be done with either pencil or brush.

(a). Simple sprays and twigs.

(b). Fruits and vegetables.

(c). Common objects.

VI. *Spontaneous Drawing.*

Illustrate other subjects.

## THIRD GRADE.

I. *Formal Drawing.*

(a). Do exercises 1, 3, 5 and 7 of supervisor's notes.

II. *Drawing for Observation* to be done with either pencil or brush.

(a). Draw simple sprays of leaves, twigs or flowers.

III. *Copy Exercises.*

(a). Copy trees from given notes.

IV. *Spontaneous Drawing.*

Illustrate other subjects.

## FOURTH GRADE.

I. *Formal Drawing.*

Do exercises 1, 3, 5 and 7 of supervisor's notes.

II. *Drawing for Observation* to be done with pencil or brush.

(a). Study rendering of drawing book illustrations on pp. 2, 3, 5 and 7.

(b). Draw simple sprays of leaves, twigs and flowers on practice paper.

(c). Draw from the objects in the drawing book, on p. 3, grasses; on p. 7 a spray, and on p. 22 a study of flowers.

## FIFTH GRADE.

I. *Formal Drawing.*

Do exercises 3, 5, 10, 11 and 12 of supervisor's notes.

II. *Drawing for Observation* to be done with pencil or brush. Teach the children to work independently.

(a). Draw on practice paper from the object several common objects based on the cylinder, such as a drum, a waste basket, a flower-pot, etc.

(b). Draw on practice paper from the object simple sprays.

(c). Draw from the object in the drawing book, on p. 3, foliage; on p. 4, a group of fruits or vegetables.

#### SIXTH GRADE.

##### I. *Formal Drawing.*

Do exercises 5, 7, 8, 10, 11 and 12 of supervisor's notes.

##### II. *Technical Perspective.*

(a). Draw on practice paper the cube Facing and Turned at  $45^{\circ}$ , below the level of the eye.

III. *Drawing for Observation* to be done with pencil or brush. Teach the children to work independently.

(a). Draw on practice paper several angular objects such as boxes, books, baskets, etc.

(b). Draw on practice paper several sprays.

(c). Draw from the object in the drawing book, on p. 3, foliage; on p. 5 some angular object or a group of objects.

#### SEVENTH GRADE.

##### II. *Formal Drawing.*

Do exercises 5, 7, 8, 10, 11 and 12 of supervisor's notes.

##### II. *Technical Perspective.*

Review on practice paper the drawing of the cube in the positions of Facing and Turned at angles of  $45^{\circ}$ , below the level of the eye, and study it in the position of Turned at  $30^{\circ}$  and  $60^{\circ}$ , below the level of the eye.

III. *Drawing for Observation* to be done with pencil or brush. Have the children do independent work.

(a). On practice paper draw several angular objects such as books, baskets, boxes, etc.

(b). Draw from the object in the drawing book, on p. 7, some angular object; on p. 3, a branch of foliage.

#### EIGHTH GRADE.

##### I. *Formal Drawing.*

Do exercises 5, 7, 8, 10, 11 and 12 of supervisor's notes.

##### II. *Technical Perspective.*

Review the perspective of cylindrical and cubical objects.

III. *Drawing for Observation* to be done with either pencil or brush. Have the pupils do independent work.

(a). On practice paper draw several cylindrical and cubical objects, such as a drum, a waste basket, a box, a book, etc.

(b). Draw from the object in the drawing book, on p. 7, a group of common objects; on p. 3, a spray of leaves.

## NINTH GRADE.

I. *Formal Drawing.*

Do exercises 5, 7, 8, 10 11 and 12 of supervisor's notes.

II. *Technical Perspective.*

Review perspective of cylindrical and cubical objects.

III. *Drawing for Observation* to be done with either pencil or brush.

Have the pupils do independent work.

(a). On practice paper draw several cylindrical and cubical objects, such as a drum, a flower-pot, a box, a book, etc.

(b). Draw from the object in the drawing book, on p. 6, some common angular object; on p. 19, a spray of leaves or flowers.

## NOTES.

(a). Any work in drawing outlined in this circular that has already been done need not be repeated.

(b). Miss Ball, Supervisor of Drawing, will meet teachers at the Webster School Building, in her room, Tuesday afternoon, after school hours, instead of at City Hall.

(c). Miss Ball will begin a series of voluntary meetings for instruction in drawing on Mondays, commencing October 30th, at the Webster School Building at 3:45. October 30th, Foliage and Flowers; November 6th, Fruits and Vegetables; November 13th, Cylindrical Objects; November 20th, Angular Objects. Teachers attending will please be provided with paper, pencils, or brushes, and material to draw from.

## III.

1. (a). In the Fourth Grade, the biographies required, as per State Grammar, would be too full, except as to Columbus. For the others, ten or fifteen lines, containing the most important facts, as date, nationality, and achievement, will suffice. Example: "In 1499, seven years after Columbus had discovered the West Indies (or America), Amerigo Vespucci, from Florence, Italy, reached the northeastern coast of South America. Two years later, after a second voyage, he published an account of the Western World, without mentioning Columbus. From this the name America came, instead of Columbia—a great wrong to Columbus." (b). Omit questions as specified in the Humane Education.

2. In the Fifth Grade, omit questions as specified in the Physiology, teacher to read the essentials to pupils.

3. (a). Sixth Grade, read Fairbanks to class; omit blank book work; omit physiology this term. (b). Classes will not be examined on pp. 111, 112, State Advanced Arithmetic. (c). Teachers are instructed to require pupils to purchase inexpensive pamphlet copies of "Snow-Bound;" omit figures of speech.

4. Seventh Grade Arithmetic, October schedule, should be read "to solid measure, p. 134, as per July schedule." Geography should be read "as per July schedule;" omit thought questions, pp. 47 and 51. Omit Civil Government this term. In Physiology prescribed, omit questions involving knowledge of Anatomy.

The December examinations in word analysis, seventh grade, will be confined to the following :

(Latin) *agere*, p. 23, present infinitive form, meaning to do, or to drive; *ago*, present indicative form, first person singular, meaning I do, or I drive; *actum*, giving the stem *act*, from which are derived the English words: Act, enact, transact, react, action, inaction, inactive, inactivity, actor, enactment. From the root form *ag* derive agent, agility, agile, cogent.

From *alienus*, alien, alienate, alienation, inalienable.

From *amare*, amiable, amity, amicable, amateur (through the French).

From *animus*, aumate, animosity, animation, reanimate.

From *annus*, annual, annuity, millenium.

Following are the prefixes and suffixes used in the above, and which are to be committed to memory: Prefixes—in, en, trans, re; suffixes—ion, ive, ity, or, ent, ile, ment, ate, able, al, cule. All the meanings are to be learned.

Follow "Method of Study," pp. 23, 24, 25, 26, 27, 28, Swinton's New Word Analysis. Omit "Exercises" this term.

5. Eighth Grade Arithmetic, October schedule, after pp. 122-154, inclusive, should be read "as per July schedule." Omit thought questions, pp. 47 and 51 in Geography.

6. In the July schedule the words selected from the Geography for Fourth and Fifth Grade Spelling, have been eliminated.

7. December written examinations will not include Nature Study, Physiology, Humane Education.

8. Pupils promoted last mid-year should be prepared for December examinations on all the work prescribed for their respective grades, 1899-1900, in the July schedule, except the spelling words from the Geography.

9. One hour a week may be devoted to instruction in sewing.

#### IV.

Increased aid in supervision will enable the commencement, in January next, of systematic personal test of all subjects not tried in written examinations, such as:

Vocal Culture as per Fourth Reader, pp. xi-xv; recitation, with gestures; reading, debating (in 9th grade), singing; mental arithmetic; condition of books; appearance of writing-books, book-keeping sheets, business forms, drawing and blank books; manner of saluting flag, with pledge; of calisthenics and physical culture; of managing composition; manner and frequency of imparting morals, manners, patriotism; of managing home-work, keeping registers, reading the State School law; of keeping record of temperature; of marching and fire-drills; of using the library, charts and apparatus; attention to pupils to and from school and in the yards; of fire drills; of discipline; of methods.

#### V.

Schools are expected to have fire drills at least twice a month. Principals and teachers should familiarize themselves and pupils of upper floors, with the position and use of fire escapes.

## VI.

(a). Principals of primary schools will please inform this office immediately whether in the judgment of their teachers the work in Humane Education, as prescribed in the October schedule of work, is excessive, and what modification, if any, should be made.

(b). Principals of elementary (day and evening) schools will please remit to this office a statement of what grades, if any, in their schools, are divided into high and low divisions, separated by six months of work, and the number of pupils in each division.

## VII.

State enrollment of any school includes pupils who have not been enrolled in any other public school in the State of California during the ensuing fiscal year, *e.g.*

Pupils enrolled in a school July 31, 1899—463; during school month ending August 25, 1899, 24 additional pupils were received, of whom 17 had not been enrolled in any other school since July 31. The State enrollment would be 463, plus 17, or 480.

## VIII.

The Fall schedule, together with the modifications herewith presented, are the results of the recommendations of schools. All suggestions will be filed for consideration in circular issues.

Respectfully submitted,

R. H. WEBSTER, Superintendent.



DEPT. OF PUBLIC INSTRUCTION,  
R. H. WEBSTER, SUPT.

L

FOR TEACHER'S DESK.

COURSE OF STUDY, 1899-1900.

REVISED, DEC., 1899.

SAN FRANCISCO,  
CALIFORNIA.



REVISED, DECEMBER, 1899.

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## DEPARTMENT OF PUBLIC INSTRUCTION

SAN FRANCISCO, CALIFORNIA.

*R. H. WEBSTER, SUPERINTENDENT.*

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### SCHEDULE OF WORK

*FOR THE*

## PRIMARY AND GRAMMAR GRADES.

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By Direction of the Board of Education, July 26, 1899.

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[One-fourth of the work to be completed as near as topics permit, in each quarter of the year, to facilitate transferring of pupils, and uniform examinations. Written examinations by Board or Principals semi-annually. All subjects not included in written examinations, to be passed upon by Department of Supervision, results to take part in general standing.]

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### Day Schools.

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#### FIRST YEAR (OR GRADE).

*Oral Language.*—Relate or read stories illustrating kindness, gentleness, unselfishness, truthfulness, honesty, patriotism; talks from Longfellow's \*Hiawatha, especially Hiawatha's childhood, etc.; on Thanksgiving Day, Washington's Birthday, Decoration Day; natural history and geography stories, etc.; direction, measurements; observation of local geographical features; consult pp. 5, 6, 7, *State Elementary Geography*; encourage children to reproduce stories orally, cultivating a ready and correct use of simple sentences; correction of common errors; names of parts of the body; care of body.

*Written Language.*—Copy simple exercises from the board and from the book to learn to capitalize, punctuate,

\*Hé-a-wá-tha, the Indian pronunciation.

and spell by imitation. Require each pupil to write his name, age, and residence, in complete sentences. Teach the writing of simple sentences conveying information;—much exercise in this.

*Reading*.—From blackboard, chart, and card; first 33 lessons in State First Reader (Revised) (teachers to read preface), and one-half of a supplementary primer; Bass's, Wooster's and Cyr's Primers in hands of teacher.

*Spelling*.—Write 50 ordinary words, correctly, in short, easy sentences.

*Numbers*.—Develop addition and subtraction (singly and by groups); vary addition by groups, as: 4, 8, 12, 16, or, 4, 6, 10, 12, 16, objectively of numbers from 1 to 16,\* counting and writing numbers (singly and by groups) from 1 to 50; use numeral frame and objects, such as pebbles, beans, and grains of corn; 2 pints equal 1 quart, 4 quarts equal 1 gallon, objectively (secure the measures from the storeroom, through your Principal); 12 inches equal 1 foot (secure also a rule), 2 nickles equal 1 dime, 10 dimes equal 1 dollar, 2 halves equal 1 dollar, 4 quarters equal 1 dollar. Grube optional.

\*Without objects, 1 to 12.

*Writing*.—Vertical to be used by the teacher in all school work; pupil to copy from blackboard and reader. A bad habit formed here is likely to show through life. Preceding all lessons, five minutes practice on exercises usually found in writing-books. Ginn's Round-Hand Vertical Penmanship, Book I, in hands of teacher.

*Drawing*.—Under direction of supervising teacher. See Instructions to Teachers.

*Music*.—See Instructions to Teachers.

*Physical Culture*.—See Instructions to Teachers.

#### SECOND YEAR (OR GRADE).

*Reading*.—Complete the State First Reader and the supplementary book half read in the first grade. Also read one supplementary first reader or its equivalent; memorizing and reciting.

*Spelling*.—Oral and written.

*Oral Language*.—Reproduction of stories, as in the

first year, with same object; talks on Columbus, National holidays, Longfellow's birthday; cardinal points, seasons, night and day, sun as a source of light and heat, the moon, north star, etc.; land and water; measurements of school room; continuation of general direction and measurement; organs of body; senses; consult pp. 5, 6, 7, 8, 9, State Elementary Geography.

*Written Language.*—Abbreviations: Mr., Mrs., st., days of the week, names of the months; date, teacher's name, child's name and address. Copy from reader for exercise. Proper use of words in brief sentences to take the place of defining; teach telling and question sentences. Dictation and correction of common errors in capitalizing, spelling, and punctuating. Memorize simple poetic selections.

*Arithmetic.*—Numbers written to 100; the four fundamental operations in numbers from 1 to 20; Roman to XXV; State Primary Number Lessons, in hands of teacher, to 50; learn signs, and drill on combinations, preparatory to column adding; teach the place value of units, tens, etc.; counting by 2's, 3's, 4's, and the like; addition and subtraction extended by use of objects and by analogy, as: 3, 13, 23; 8, 18, 28, and so on to 100.

*Writing.*—Ginn's Round-Hand Vertical Book I. For exercise, see instructions to Third Grade.

*Drawing.*—Under direction of supervising teacher. See Instructions to Teachers.

*Music.*—See Instructions to Teachers.

*Physical Culture.*—See Instructions to Teachers.

*Sewing.*—By special teacher. For course, see Instructions to Teachers.

*Health Lessons.*—Simple talks on health. State Physiology in hands of teacher.

*Humane Education.*—Page's Humane Education, Part I, in hands of teacher. Form Bands of Mercy as per Instructions.

#### THIRD GRADE (OR YEAR).

*Reading.*—Second Reader (State Revised), begun and completed; at least one supplementary second reader, or its equivalent. Memorizing and reciting. See instructions to Fifth Grade, this schedule.

*Spelling*.—Words at the head of each reading lesson.

*Language*.—State Lessons in Language, first 40 lessons. Written composition begun; simple letters. Written defining and proper use of defined words in sentences from lists preceding reading lessons. Letter writing by pupils once in two weeks. For a device in composition place upon the board words, such as early, James, John, boat, dig, bay morning, lunch, fish, pleasant, noon, show, string, sun, west, horse, good time, and have pupils use them in a story. Invent other devices. Compositions or letters to be corrected by teacher and returned to pupil to be written correctly, teacher to collect again for inspection. Continue exercises in telling and question sentences. Add commanding sentences.

*Arithmetic*.—Write numbers to 10,000; counting by 2's, 3's, and 4's; Roman numerals to L; study objectively pt., qt., gal.; in., ft., yd.; da., wk., mo.; doz.; coins. Constant drill in subtraction; multiplication and division through 7's. Mental problems embodying tables, and only one primary principle. State Primary Number Lessons to Lesson 86. Add and subtract by 2's, 3's, 4's, 5's, to 100. Comprehension of  $\frac{1}{2}$ , 1-3,  $\frac{1}{4}$ , 1-6. Add 10 numbers of 3 figures each.

United States money with the decimal point.

Simple mental problems in reduction of compound numbers, involving one step and using the measures, thus: How many feet in 2 yds., in 3 yds., in 2 yds. 1 ft., in 3 yds. 2 ft? 5 gallons are how many qts? 6 gallons, 3 qts. are how many qts? 10 ft. are how many yards? Practice addition.

*Geography*.—Locate objects with reference to points of compass. Study such natural features as are in sight—mountains, hills, bay, ocean, islands, etc. Local geography from bay counties, and rough map drawing of same; simple talks on manufactures of San Francisco, and natural products of the State; city's limits, and five important cities of the State. State Elementary Geography in hands of teacher, first 21 pages, as far as "Moisture." Omit definition of mountain system, plateau, rapids, river basin, water-shed, crevasse.

*Writing*.—Practice vertical. Preceding all lessons, five minutes' practice on right and left ovals and other exer-

cises usually found on the inside of covers to writing books. Ginn's Round-Hand Vertical, Book II.

*Drawing*.—Under direction of supervising teacher. See Instructions to Teachers.

*Music*.—Under direction of special teachers. See Instructions to Teachers.

*Physical Culture*.—Under direction of special teacher. See Instructions to Teachers.

*Sewing*.—By special teacher. For course, see Instructions to Teachers.

*Health Lessons*.—Simple talks on health. State Physiology in hands of teachers. See "Notes."

*Humane Education*.—Page's Humane Education, Part II, in hands of teachers. Form Bands of Mercy as per Instructions. See "Notes" in this manual.

#### FOURTH YEAR (OR GRADE).

*Reading*.—State Third Reader (Revised), teacher to read preface. Memorizing and reciting. See instructions for Fifth Grade. Emphasize indicated elocutionary drill-work. Sentence-making, illustrating meanings of words. A supplementary reader of equal grade to State Third Reader. For review of Fall work, see Circulars 9 and 10. Continue vocal training, pp. XI-XV, Fourth Reader. Definitions and sentences from defined words selected from end of reading lessons.

*Spelling*.—Words at the beginning and end of reading lessons.

*Language, Oral and Written*.—State Lessons in Language, lessons 41 to 79, inclusive; letters or compositions once in two weeks (see instructions to Third Grade); blackboard compositions, teacher selecting one or more to criticise; oral descriptions; reproductions from stories; all compositions brief. Proper use of words in brief sentences to take place of defining. Dictation and correction of common errors emphasized. Distribute slips of paper, the size of envelopes and have them addressed.

*Arithmetic*.—Write numbers to 1,000,000. Roman numerals to C. Simple bills applying to U. S. money. Drill on tables and \*problems involving not more than one

\*Mental.

primary principle. State Advanced Arithmetic to page 54, inclusive (book in hand of teacher). Thoroughly review multiplication table to  $12 \times 12$ , and division to 144 divided by 12; at least three times a week, addition of ten numbers of three figures each; accuracy, then rapidity; definitions, of sum, difference, minuend, subtrahend, multiplicand, multiplier, dividend, divisor, quotient, remainder; and in operations, designate same in writing; review length, weight, liquid capacity, time. Practice addition.

*Mental Arithmetic.*—Bailey's to page 28, inclusive, except page 13; accuracy, speed, (book in hands of teacher). Parallel written arithmetic.\* Addition and subtraction of simple fractions with the same denominator or with denominators different whose equivalence to the common denominator is easily comprehended. Use measures for this work, as in the development of fractions; e. g.:  $\frac{1}{2}$  of a foot equals 6 inches;  $1\frac{1}{3}$  of a foot equals 4 inches; 6 inches plus 4 inches equals 10 inches. Since 1 inch equals  $1\frac{1}{12}$  of a foot, 10 inches equal ten times  $1\frac{1}{12}$ , or  $10\frac{1}{12}$  of a foot. Four fundamental operations in U. S. money, but no decimal fractions in multiplier or divisor. Substitute simpler exercises and problems, involving one primary principle.

\*Substitute simpler exercises and problems, involving one primary principle.

*Geography.*—State Elementary, in the following order: pp. 23-46.

*Nature Study.*—“Pacific Nature Stories,” in hands of teacher.

*History.*—See “Addenda,” this manual.

*Writing.*—Practice vertical. For exercise, see instructions to Third Grade. Ginn's Round-Hand Vertical Book III.

*Drawing.*—Under direction of supervising teacher. See Instructions to Teachers.

*Music.*—Under direction of special teachers. See Instruction to Teachers.

*Physical Culture.*—Under direction of special teachers. See Instructions to Teachers.

*Sewing.*—By special teacher. For course, see Instructions to Teachers.

*Health Talks.*—Bathing, pure air, proper food. State Physiology, in hands of teachers.

*Humane Education.*—Page's Humane Education, Part III, in hands of teacher. Form Bands of Mercy, as per Instructions. See "Notes," this manual.

#### FIFTH YEAR (OR GRADE).

*Reading.*—Fourth Reader (Revised) to lesson 23, page 53, teacher to carry out design expressed in the preface and to read pages 1 to 20, back of book; weekly practice on vocal training, pages X to XV; follow memorizing and notes at end of lesson; pupils to read piece silently, teacher making meanings clear; a few pupils may then be tried on bringing out the thought and the literary beauties; failing, the teacher reads entire piece in the best manner, conversing with the class on the treasures in it; reading, analysis, spelling and defining, by pupils. This book is one of the few readers calculated to develop a love and critical taste for good literature. A class of even the little ones of the fifth grade that does not pass to the sixth grade with fond expectations of the pursuit of this book to the close has not accomplished all that is desired. For methods and supplementary reading, see Instructions to Teachers. For supplementary reading, "Eggleson's History of the United States," or equivalent. Circulars 9 and 10 for review of Fall work.

*Spelling, Sentence-Making and Defining.*—Fourth Reader, through Lesson 16, and from text-books, within limits of lessons; examination by deputies.

*Language and Composition.*—Revised English Grammar (State Series), first 27 lessons, teacher to read the preface. Composition work, correlating with history—Cortez, Pilgrims, etc. Notes, invitations, letter writing. See instructions to third grade regarding correction of composition work. Dictation and correction of common errors emphasized. Teach defining by use of dictionary. Use of synonyms as per page 26, emphasizing in composition.

*Arithmetic.*—State Advanced, reviewed from beginning, and pages 53 to Exercise 129, p. 87, omitting pp. 70-

71. U. S. money in bills. Review of tables. Omit pp. 55-56, and probs. 47, p. 60; 71, p. 61; 76, p. 62; 81, p. 62.

*Mental Arithmetic*.—Bailey, pp. 29-47, inclusive.

*Geography*.—State Elementary, pp. 34-88 to British America; map questions, and recitation questions in "Description." Omit paragraphs 1 and 7, p. 48.

*Nature Study*.—"Nature Stories of the Northwest," Bashford, in hands of teacher as applies to lessons in geography. See "Notes."

*History*.—See "Addenda," this manual.

*Writing*.—Practice vertical. For practice, see instructions to Third Grade. Ginn's Round-Hand Vertical, No. IV.

*Drawing*.—Under direction of supervising teacher. See Instructions to Teachers.

*Music*.—Under direction of special teachers. See Instructions to Teachers.

*Physical Culture*.—Under direction of special teachers. See Instructions to Teachers.

*Sewing*.—By special teacher. For course, see Instructions to Teachers.

*Hygiene*.—State Physiology, in hands of teacher. Chaps. I and II. See "Notes," this manual.

*Humane Education*.—Page's Humane Education, Part IV, in hands of teacher. Omit questions in book. Teacher to give essentials. See "Notes." Form Bands of Mercy, as per instructions.

#### SIXTH YEAR (OR GRADE).

*Reading*.—State Fourth Reader, Lessons 23 to 50, both inclusive. See instruction for Fifth Grade work. Emphasize indicated vocal drill. Whittier's "Snow-Bound" to be vocal drill. Whittier's "Snow-Bound" to be read, omitting read, omitting the reflective or difficult portions. Lines 1-19, and "Barefoot Boy," Fourth Reader, for recitation, individually and by class. Vocal training, pp. XI-XV, Fourth Reader. Biography of Whittier, as in Eighth Grade. In reader, omit selections from Harrison and Bateman, pp. 72-73.

*Written Arithmetic (State Advanced)*.—Review Fifth Grade work in fractions and general principles of division, p. 55-56. Take pages 89-98, inclusive, omitting examples

20 and 30, on p. 96, and examples 35 and 36, on p. 97, and 23 and 25, on p. 98; take up decimals, pp. 102-115, inclusive. Omit contracted multiplication and division of decimals; take pp. 119-121. Review factors and multiples, pp. 63-69. Civil Service Method of Addition, Course of Study, 1897-1898. Analysis of the inversion of divisor, p. 90, or a simpler one.

*Spelling, Defining and Sentence-Making.*—State Speller, first 75 lessons, and from reader. Teach defining of starred words in speller by use of dictionary. See instructions in Circular 10. For sentence-making, use starred words in speller and words at end of reading lessons.

*Grammar and Composition.*—State Advanced Grammar to Lesson 85, teacher to read the preface. Composition work, including excuses, invitations, letter-writing. See instructions to Third Grade for correction of compositions. Emphasize dictation and the correction of common errors. Emphasize use of synonyms, page 26. See instructions in Circular 10. Omit verbals.

*Mental Arithmetic* (Bailey).—Along lines of written arithmetic.

*Geography.*—State Elementary, pages 88 to 130, inclusive; map questions and recitation questions in descriptions. Bound important State of each group of the Union, and bound the groups; bounding to be examined by deputies; groups by advanced geography in hands of teacher. Other boundings not to be memorized.

*Nature Study.*—“Stories of Mother Earth,” by H. W. Fairbanks, University of California, in hands of teacher. See “Notes.”

*Hygiene.*—Chapter III. Omit questions in book; examination by deputies on essentials indicated by teacher.

*History.*—Harr Wagner’s Pacific Coast History Stories in hands of teacher. Not more than 4 pages in blank books; class to be examined by deputies.

*Writing.*—Practice vertical. For practice work, see instructions to Third Grade and “notes.” Ginn’s Round-Hand Vertical, Book V.

*Music.*—Under direction of special teacher. See Instructions to Teachers.

*Drawing.*—Under direction of supervising teacher. See Instructions to Teachers.

*Physical Culture*.—Under direction of special teachers. See Instructions to Teachers.

*Sewing*.—By special teacher. For course, see Instructions to Teachers.

#### SEVENTH YEAR (OR GRADE).

*Reading*.—State Fourth Reader (Revised), Lessons 51 to 83, inclusive, teacher to be governed by instructions in Fifth Grade and Instructions to Teachers. “Vision of Sir Launfal,” for reading and study; p. 5, Revised Fourth Reader. See Circulars 9 and 10 for review of Fall work. Transpose stanza commencing, “My golden spurs now bring to me,” through “And into his soul the vision flew.” Select the similes from the whole, and the metaphors from the first 45 lines, as they appear in the reader, and commit to memory three of each. Bryant’s “Death of the Flowers,” p. 103, Fourth Reader. Follow lines suggested in the book. Bring out the scenic pictures. Show their relation to the feeling aroused by the poem.

*Spelling, Defining and Sentence-Making*.—State Speller, from Lesson 75 to Lesson 183, and from Reader.

*Word Analysis*.—See “Addenda,” this manual.

*Grammar and Composition*.—State Grammar, pp. 70-76, inclusive. Lessons 85 to 139, teacher to read preface. Letter-writing and descriptive composition. Besides composition work in the grammar, which should be emphasized, brief essays on current events may be added. Compositions should be discussed before the class, corrected and returned for copying. The copies should be collected for inspection. Have a paragraph of 6 to 10 lines written twice a week upon some subject connected with school work or daily life. Once a week this work should be done on the blackboard, subject to class criticism. Compositions of some thirty lines twice a month. Develop ideas of clearness, strength and beauty. Parts of speech to be distinguished readily, analyzing, diagraming, and verbals as per State Grammar. Teach these by both previous and present editions.

*Arithmetic*.—State Advanced. Review factors and multiples; pages 91 to 166, omitting pages 99, 100, 101, contracted multiplication and division of decimals, pp. 116, 117, 118, and surveyor’s long and square measure. Omit

stone and brick work, circular measure, longitude and time, reference tables, page 154, and metric system. Study pages 181 to 185, 204-209, inclusive. Practice addition; combinations.

*Mental Arithmetic.*—Along lines of written arithmetic.

*Geography.*—State Advanced, pp. 42-75.. Omit on p. 43 exercises in connection with ocean currents, thermal zones, barometric pressure, rainfall. Omit thought questions, pp. 47-51; statistics with open book. In 1901 Physical Geography will be considered by this class.

*History.*—State United States History to page 98, year 1750. “Struggle for Interior.” Review by topics as far as possible. See Instructions to Teachers. Van Bergen’s “Tales of Our New Possessions,” in hands of teacher.

*Civil Government.*—State text-book in hands of teacher, Parts I, II, and III; oral examination by deputies on the text. Omit the questions. Dole’s “The American Citizen,” for reference.

*Hygiene.*—Essentials of Chapter IV. Oral examination by deputies on essentials indicated by teacher.

*Writing.*—Vertical. Practice right and left ovals, and other exercises usually found on the inside of covers to writing books. Ginn’s Round-Hand Vertical, No. VI.

*Drawing.*—Under direction of supervising teacher. See Instructions to Teachers. Prang’s Elementary Course of Art Instruction, Sixth Year Book.

*Music.*—Under direction of special teacher. See Instructions to Teachers. Natural Second Music Reader, completed from page 54, through page 84. Chart E.

*Physical Culture.*—Under directions of special teachers. See Instructions to Teachers.

*Sewing.*—By special teacher. For course, see Instructions to Teachers.

#### EIGHTH YEAR (OR GRADE).

*Reading and Literature.*—Fall term, Longfellow’s “Evangeline.” Poem should be first read and explained by the teacher; pupils should then be taught to interpret, by individual reading, as much as time permit. Canto I for study as literature; select similes and metaphors; first stanza of “Prelude” for recitation. See Circulars 9

and 10. Spring Term—"Legend of Sleepy Hollow" to be read as above; first third to be studied as literature; for recitation, "Chambered Nautilus," by Holmes. Biographies of Longfellow, Irving, and Holmes, from Brander Matthews; birthplace, about the time he lived, profession or occupation of father, education of author, two other works and two contemporaries. For questions on "Evangeline" and "Sleepy Hollow," see "Addenda," this manual.

*Spelling and Defining.*—State Speller, Lessons 183 to 300. Omit sentence-making.

*Word Analysis.*—Swinton's New, pages 30 to 60, inclusive. See "Addenda." Emphasize defining and sentence-making.

*Grammar and Composition.*—State Grammar (Revised), Lessons 139 to 183. Parsing, diagraming and analyzing. Narrative and descriptive composition, once a month. See instructions, Seventh Grade. Continue paragraph work of the Seventh Grade. See "Notes," this manual.

*Arithmetic.*—State Advanced. Study metric system, pages 127, 128, 141, 145, 146; lumber and carpet measure; circular measure; longitude and time; pages 99, 100, 101, 168, 169, 170, 181 to 198, 204 to 220, inclusive. Practice rapid and accurate addition and multiplication. Omit partial payments and bank discount.

*Mental Arithmetic.*—(Bailey's.) In line with written arithmetic.

*Geography.*—Pages 42 to 75. Statistics with open book. Omit thought questions. Locate places mentioned in the descriptive portion.

*History.*—U. S. (State), pages 98 to 233. Conclusion of the war of 1812. Review by topics as far as possible.

*Civil Government.*—Questions from State History, page 187.

*Hygiene and Physiology.*—State Physiology in hands of teacher. Purchase optional with pupil. Effects of alcohol and narcotics on the human system. Chapter VI, p. 186, "Hygiene." Examination by deputies on essentials indicated by teacher.

*Writing.*—Business forms. For practice, see instructions to Seventh Grade. Ginn's Round-Hand Vertical, Book VII.

*Drawing*.—Under direction of supervising teacher.  
See Instructions to Teachers.

*Music*.—Under direction of special teachers. See Instructions to Teachers.

*Physical Culture*.—Under direction of special teachers.  
See Instructions to Teachers.

*Sewing*.—Taught by special teacher. For course, see Instructions to Teachers.

#### NINTH YEAR (OR GRADE).

*Reading and Literature*.—("Lady of the Lake," "Julius Caesar.") See "Notes" and "Addenda," this Manual; also circulars 9 and 10.

*Spelling*.—State Speller; lessons 300 to 408, inclusive.

*Word Analysis*.—Swinton; Latin Prefixes and Suffixes.  
See "Notes" and "Addenda."

*Grammar and Composition*.—State Grammar (revised), Lesson 183 to 264. Take "Appendix," page 275 to end of book. Much analysis and parsing. Descriptive, biographical and some argumentative composition. Review the book.

*Arithmetic*.—State Advanced, pages 172 to 260, inclusive, omitting cube root, cones, pyramids, frusta, and alligation. Take proportion and partnership.

*Mental Arithmetic*.—Bailey's (pages 94 to 130). Parallel written arithmetic.

*Geography*.—State Advanced, pages 92 to 140, inclusive. Study map questions with open book and in connection with school maps. Location or description of principal cities, rivers, mountains, etc., found in descriptive text, to be thoroughly learned.

*History*.—U. S. (State) completed from page 233. Bring history to date by use of reference works. Review, from establishment of government to the present, by topics, as follows: State Sovereignty, Tariffs, U. S. Banking, Slavery, Territorial Development, Admission of States, Political Parties.

*Civil Government*.—(State Text Book in hands of teacher.) For reference: Dole's "The American Citizen," and "This Country of Ours" by ex-President Harrison, both in hands of teacher. Questions, pages 187-188, State History.

*Book-Keeping*.—Bryant & Stratton's Elementary (text book in hands of teacher). Commercial forms. Accurate penmanship. First two sets of Single Entry and first and second set of Double Entry; trial balances. See Circular 9.

*Writing*.—Insist upon practice work; accurate penmanship in all written exercises, especially in book-keeping and business forms. See instructions to Seventh Grade. Ginn's Round-Hand Vertical, Book VII. See "Notes."

*Drawing*.—Under direction of supervising teacher.  
*Music*.—Under direction of special teachers.

*Physical Culture*.—Under direction of special teachers.

*Sewing*.—Taught by special teacher. Course for Eighth Grade.

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## FRENCH AND GERMAN BOOKS.

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For Adams Grammar and Humboldt Primary (Cosmopolitan) Schools.

*French*.—Keetel's Elementary French Grammar, Hotchkiss Le premier livre de Francais, Guyau Annee enfantine de lecture Reader, 3d to 5th grades; Guyau Annee preparatoire de lecture Reader, 6th to 8th grades.

*German*.—Eclectic German Primer, First Reader, Second Reader, Third Reader, Fourth Reader.

## Illustrated History.

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Mrs. H. B. STEELE, Special Teacher of History, with Stereopticon.

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Taught through illustrated lectures upon the following themes:

*Life and Times of Columbus.*—These lessons will also touch upon the countries of Italy, Portugal, and Spain, as they were connected with his life and times.

*The History and Civilization of the United States of America.*—Divided into lectures comprising different periods.

*Countries of Europe* Which are, and have been, Closely Connected with the United States, Historically and Commercially, namely: England, Scotland, Ireland, France, Holland and Germany.

*Conditions and Events in the World of To-day.*—Cuba, with the Spanish and American war; the Philippines; Japan; the Hawaiian Islands; California.

The aim of each lesson is to impress the pupil through the mind and eye, teaching a combination of Geography, History, Literature, Civilization, and Patriotism.

These lectures are planned so as to be correlative with the course of study.

# Evening Schools---1899-1900.

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[Schedule from recommendations of schools; see also Day Schedule, "Addenda" and "Notes."]

## FOURTH GRADE.

READING.—State Third Reader. Finish book. Vocal drill-work, pages xi-xv., Fourth Reader.

SPELLING.—For Board examination: Words at beginning and end of reading lesson. Examination by deputies. Words from textbooks within limits of lessons.

LANGUAGE.—State Lessons in Language, to page 30.

ARITHMETIC.—State Advanced, to page 59. Book in hands of teacher. Much mental drill.

GEOGRAPHY.—Fall Schedule, and on to page 55.

HISTORY.—History in connection with geography. Eggleston's Stories of Great Americans for Little Americans, one-half the work. Book in hands of teacher. Examination by deputies. For Board examinations, Questions on Columbus as per day schedule.

WRITING.—Vertical. Book, finished. See "Notes."

HYGIENE.—Rules of health. Reference, State Physiology. See "Notes."

## FIFTH GRADE.

READING.—Fourth Reader to Lesson 20. Vocal training, pages xi-xv.

SPELLING.—From Reader, and State Speller to Lesson 40.

LANGUAGE.—State Lessons in Language to page 70. Composition, letter-writing, dictation. Drill on construction of sentences and proper use of words. See "Notes."

ARITHMETIC.—The Fall Schedule and common fractions, pages 72-89.

MENTAL ARITHMETIC.—Drill and oral exercises following written work.

GEOGRAPHY.—Elementary, pages 34-70.

HISTORY.—History in connection with geography. Harr Wagner's Pacific Coast History, in hands of teacher. For Board examination, questions fourth grade, day—Columbus, Amerigo Vespucci.

WRITING.—Vertical, Book IV, finished.

HYGIENE.—Rules of health. Reference, State Physiology. See "Notes."

## SIXTH GRADE.

READING.—Fourth Reader to Lesson 75. Vocal drill, pages xi-xv.

SPELLING.—State Speller to Lesson 100.

GRAMMAR.—State Grammar to Lesson 25. Composition and letter-writing.

ARITHMETIC.—In addition to Fall Schedule, study pages 91 to 94, 102 to 114, 119 to 122, and pages 181, 182, 183.

MENTAL ARITHMETIC.—The oral exercises following written.

GEOGRAPHY.—State Elementary, Fall Schedule and on to page 130.

HISTORY.—History of California (Harr Wagner), in hands of teacher. Facts and short statements given to pupils. For Board examination, questions on Columbus, Vespucci, Balboa, day schedule.

WRITING.—Vertical. Book V, finished.

HYGIENE.—Rules of health. Reference, State Physiology.

#### SEVENTH GRADE.

READING.—State Fourth Reader completed.

SPELLING AND DEFINING.—Fall Schedule, and Lessons 130 to 180.

GRAMMAR AND COMPOSITION.—Fall Schedule, and Lesson 81. Letters, descriptive composition; one letter and one composition every month corrected and copied for inspection.

ARITHMETIC.—To Fall Schedule add Weights and Measures: Exercise 174, Examples 1-10 and 35-41; Exercise 178, Examples 1-10 and 22-27; Exercise 181, Examples 1-10; Exercise 183, Examples 1-10; Exercise 186, every odd numbered example in the exercise; Exercise 188, all the even numbered examples; Exercise 192, Examples 1-10. United States Money, pages 168, 169, 170. Percentage, 181, 182, 183. Interest, 204, 205. Continuous drill on common fractions and decimals.

MENTAL ARITHMETIC.—First half of Exercise 141, and all the oral exercises interspersed among the written exercises.

GEOGRAPHY.—Pages 54 to 91. Page 54, questions on top of page with open map. Page 55, questions, the first five lines. Study the questions under General Characteristics and Chief Cities of the Six Groups of States, as found on pages 61, 63, 64, 69, 71, 73, 75. California, page 80, questions down to original studies. Page 89, questions on California, down to thought questions.

HISTORY.—United States to page 98. For examination, study the following: Chapters I, II, III, omitting small print; Chapter IV, paragraphs 24, 25, 27, 30, 32, 33, 34, 36, 38; Chapter V, paragraphs 43, 44, 48, 49, 51, 52, 53, 54; Chapter VI, paragraphs 56, 57, 59, 61, 62, 63, 65, 66; Chapter VII, paragraphs 71, 75, 78, 79, 80; Chapter VIII, paragraphs 82, 86, 87, 90, 94, 97, 99; Chapter IX, paragraphs 102, 107, 108, 110, 113, 114, 119; Chapter XI, paragraphs 141, 142, 145, 147, 151; Chapter XII, paragraphs 162, 164, 165, 167, 169, 171; Chapter XIII, paragraphs 174, 175, 176, 177, 178, 179, 183.

HYGIENE.—Narcotics and poisons. State Physiology in hands of teacher. See "Notes."

WRITING.—Vertical, Book VI.

#### EIGHTH GRADE.

READING AND LITERATURE.—Work and directions under this head in Fall Schedule (Circular No. 9). Finish Evangeline. See day questions and "Notes." Board examination.

SPELLING AND DEFINING.—Lessons 243 to 300, in addition to Fall Schedule.

GRAMMAR AND COMPOSITION.—Thorough review of Fall Schedule.

ARITHMETIC.—To Fall Schedule add pages 168, 169, 170, 172, 173. The first 10 examples in Exercise 201. Pages 181 to Example 12, page 186. Pages 204 to 208. Commission, Insurance, Taxes and Stocks may be taught as exercises in percentage, but these subjects will not be included in the Board examination at the end of the term.

MENTAL ARITHMETIC.—The oral exercises in the State Arithmetic to pages 204.

GEOGRAPHY.—Fall Schedule and to page 109. State Advanced Geography.

HISTORY.—Fall Schedule and to page 205.

WRITING.—Business Forms, Vertical, Book VII, finished.

HYGIENE.—Laws of Health. State Physiology, in hands of teacher. See "Notes."

#### NINTH GRADE.

READING AND LITERATURE.—Shakespeare's Julius Caesar. Finish reading. Simple analysis of Scene I, Act I. See questions and "Notes," day, for Board examination.

GRAMMAR AND COMPOSITION.—To the Fall Schedule, (Circular No. 9), add lessons 246, 248, 249, 250, 251, on the Principles of Expression. Constant practice in letters and composition. Debating—Two debates during the term.

SPELLING.—State Speller, Lessons 356 to 385, in addition to spelling in Circular No. 9. Define the words in common use and show their meaning by means of oral sentences.

WORD ANALYSIS.—State Speller, Lessons 409, 410, 411, 412, 413, 414. See "Notes."

ARITHMETIC.—To work indicated in Fall Schedule, add Discount, page 220; Average of Payments, page 223; Square Root and Its Application; Mensuration. Exchange, Powers, Cube Root optional, and not for Board examination.

MENTAL ARITHMETIC.—Along lines of written. Bailey, pages 101-115, book in hands of teacher.

GEOGRAPHY.—Europe, Asia, Africa, (Oceania optional). Paragraphs on Drainage, Lakes, Deserts and Coast-Line, page 105. Answer from the open map. Paragraph of questions on Location of Countries, page 108. Paragraphs 673, 674, 697, 700, 707, 710, 715, 716, 717, 729, 731, 732, 737-738, 740-748, 749, 753-754-757, 760- 761-768-779, 785-786, 810, 818-822, 829 (first paragraph), 843 and 845, corrected to date. Page 142, Miscellaneous.

HISTORY.—To work for Fall Term, as per Circular No. 9, add: The Civil War and History of California, paragraphs 588, 590, 591, 592, 596, 598, 600, 606, 610, 622, 623, 624, 628, 631, 639, 642, 650, 651, 652, 654, 658, 659, 660, 663, 667, 669, 673, 675, 679, 681, 688, [694, 699, 705, 715, 719, 738, 751, 752, 759, 767, 768, 775, 778, 781, 794, 797, 800.]

Chief event of the Spanish-American war. The history indicated

between the brackets following paragraph 688 will not be included in the Board examination.

CIVIL GOVERNMENT.—State text book. Examination by deputies on lines indicated by teacher.

PHYSIOLOGY AND HYGIENE.—Digestion, Circulation, Respiration, Narcotics, Rules of Health. State Physiology, in hands of teacher.

BOOKKEEPING.—Second set single entry on paper, bills, receipts, notes, checks. Bryant & Stratton, Common School, in hands of teacher.

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## Literature.

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### EIGHTH GRADE.

#### FALL TERM—EVANGELINE.

[Questions selected from book edited by Messrs. Kellogg and Blanchard of the Lowell High School, and published by J. W. Graham of Hartford.]

Fall Term—Canto I:

1. Where is the plot of the story laid?
2. Did Longfellow ever visit the scenes he describes?
3. What is the purpose of the story?
4. Where is the purpose given? Quote (lines 16-18).
5. Why is Evangeline's mother not made a part of the story?
6. What was Evangeline's domestic education.
7. Describe Evangeline.
8. Tell something to show the superstition of the Acadians.
9. Where is Grand Pre?
10. How did the Acadians protect their land?
11. Where did they obtain the idea?
12. Give the social position of Benedict.
13. Who are the members of Benedict's family?
14. Describe Benedict's house and surroundings.
15. Who among the young men is Evangeline's favorite?
16. Describe Gabriel.
17. Who is Basil?
18. How long had Evangeline and Gabriel known each other?
19. Name some of the amusements of Evangeline and Gabriel.

#### SPRING TERM.—LEGEND OF SLEEPY HOLLOW.

1. What is a legend?
2. Where is the scene of the story laid? Sleepy Hollow.
3. Why so called?
4. Give some peculiarities of the people who lived in Sleepy

**Hollow.**

5. How far is Sleepy Hollow from Tarrytown?
6. Why called Tarrytown?
7. Where is Tarrytown situated?
8. What was the principal specter that haunted this region?
9. What can you say of the manners and customs of the people in many little, retired, Dutch villages in the State of New York?
10. What is the first character introduced?
11. What was Ichabod Crane's occupation?
12. Describe Ichabod Crane.
13. Describe his schoolhouse.
14. Why did he wish to keep on good terms with his pupils?
15. How did the young men of the place regard him?
16. Why?
17. Why was he considered a kind of gazette?
18. How did the women of the town regard him?
19. What kind of stories did he delight in reading and hearing?
20. Who was Katrina Van Tassel?
21. Describe her.
22. Who was her father?
24. Describe the Van Tassel household.
25. Describe the Van Tassel house.
26. Why did Katrina find favor in Ichabod's eyes?
27. What was Ichabod's only wish after entering the Van Tassel home?

Character study, customs, geography and scenery of the localities, a few points of the historical background, and as far as possible the humor.

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**NINTH GRADE.****JULIUS CAESAR—NINTH GRADE—SPRING TERM.****SHAKESPEARE:**

1. Where did he live? 2. In what part of what countries? 3. Connect with contemporaneous history in America. 4. What was Shakespeare's profession? 5. Other works: (a) Comedies, (b) Tragedies. 6. Anne Hathaway.

**CAESAR:**

1. Statesman. 2. General. 3. Historian.

**NOTE.**

Read the whole play. Study Scene 1, Act I. Learn for recitation Marc Antony's Speech—35 lines.

**ACT I.**

1. Introduction—hostile factions.
2. Caesar as candidate for king.
3. Formation of the conspiracy.
4. Jealousy of Cassius.
5. Cassius persuades Brutus.
6. Strange portraits.
7. Cassius secures Casca's adherence.

## QUESTIONS.

1. Where is Scene 1, Act I, laid?
2. Locate Rome.
3. How governed at this time?
4. How governed immediately previous to this time?
5. Why are the people assembled?
6. Why are they honoring Caesar?
7. Whom had he defeated?
8. Who is the first speaker?
9. What do you understand by "Tribune"?
10. Feelings of Tribunes towards Caesar.
11. Why?
12. Feeling of people.
13. In this scene, what are the Tribunes trying to do?
14. Do they succeed?
15. Which one of the Tribunes seems to lead?
16. In what light is Caesar set forth?
17. Meaning of "mechanical," in Line 3.
18. What was the custom, as shown by Lines 3-5?
19. Supply ellipsis in Line 5.
20. Explain "in respect of a fine workman," Line 10.
21. Notice double meaning in Line 23.
22. Meaning of "naughty knave," in line 17.
23. Meaning of "be not out with me."
24. What kind of a fellow is the cobbler?
25. Explain "recover," Line 7.
26. What is meant by "neat's leather"?
27. Who was Pompey?
28. Notice use of "her," in Line 47.
29. Meaning of replication, Line 48.
30. Derivation of replication.
31. Meaning of concave, Line 49.
32. Meaning of "cull out," Line 51.
33. What is the intention of the speech of Marullus, Lines 40, 60.
34. Explain Lines 60, 61, 62, 63.
35. Explain "ceremonies," Line 67.
36. What was the feast of the Lupercal?
37. Supply ellipsis in Line 71.
38. Explain "vulgar," Line 72.
39. Figure of speech in Lines 74, 77.
40. Explain last four lines in Scene 1, Act I.

## Memory Gems.

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For recitation, one or more each term. Examination by deputies.  
Voice-culture, expression, gestures.

First Grade—

- “The Baby,” George McDonald.
- “My Shadow,” Stevenson.
- “Booh,” Field.
- “Sweet and Low,” Tennyson.
- “The Owl and the Pussy Cat,” Edmund Lear.

Second Grade—

- “A Little Bit of a Fellow,” Stouton.
- “Twinkle, Twinkle, Little Star,” —
- “To My Mother,” Field.
- “Seven Times One,” Jean Ingelow.
- “The New Moon,” Mrs. E. Follen.

Third Grade—

- “The Children’s Hour,” Longfellow.
- “America,” Smith.
- “The Barefoot Boy,” Whittier.
- “The Brown Thrush,” Lucy Larcom.
- “The Wonderful World,” Brown.
- “I Once Had a Sweet Little Doll,” Charles Kingsley.
- “Selections From The Brook,” Tennyson.
- “If Ever I See,” Lydia M. Child.
- “Wynken, Blynken and Nod,” Eugene Field.
- “Suppose,” Unknown.

Fourth Grade—

- “Old Ironsides,” Holmes.
- “Suppose, My Little Lady,” Phoebe Cary.
- “The Fountain,” Lowell.
- “Three Companions,” Dinah M. Craig.
- “A Life’s Lesson,” Riley.
- “Fiftieth Birthday of Agassiz,” Longfellow.
- “The Sculptor,” Bishop Doane.
- “A Night With a Wolf,” Bayard Taylor, Fourth Reader
- “The Good Time Coming,” Charles MacKay.

Fifth Grade—

- “The Heritage,” Lowell.
- “Breathe There a Man,” Scott.
- “The Village Blacksmith,” Longfellow.
- “Break, Break, Break,” Tennyson.
- “The Vicar’s Sermon,” Charles MacKay.
- “The Three Fishers,” Kingsley.
- “Nobility,” Alice Cary.
- “Arrow and the Song,” Longfellow.

- "Landing of the Pilgrims," Mrs. Hemans.
- "How Sleep the Brave," William Collins.
- "One by One," Adelade Proctor.
- "The Builders," Longfellow.
- "The Will and the Way," John G. Saxe.
- "My Books," John G. Saxe.

Sixth Grade—

- "The Day is Done," Longfellow.
- "The Last Leaf," Holmes.
- "Ring Out, Wild Bells," Tennyson.
- "Soldier, Rest," Scott.
- "There is Ever a Song Somewhere," Riley.
- "The American Flag," Drake.
- "The Rainy Day," Longfellow.
- "Burial of Sir John Moore," Wolfe.
- "Over and Over Again," Pollard.
- "Psalm of Life," Longfellow.
- "Love of Country," Scott.
- "Order for a Picture," Alice Cary.

Seventh Grade—

- "Abou Ben Adhem," Hunt.
- "Landing of the Pilgrims," Mrs. Hemans.
- "To a Sky Lark," Shelley.
- "Sail On, O Ship of State," Longfellow.
- "What Constitutes a State?" Jones.
- "Crossing the Bar," Tennyson.
- "Sound of the Sea," Longfellow.
- "Warren's Address," Pierpont.
- "Day Break," Longfellow.

Eighth Grade—

- "Address at Gettysburg," Lincoln.
- "The Way to Heaven," Holland.
- "True Rest," Goethe.
- "The Hand of Lincoln," E. C. Steadman.

Ninth Grade—

- "Recessional," Kipling.
- "The Bells," State Third Reader, previous edition.
- "The Heritage," James Russell Lowell.

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## ADDENDA.

## History.

## FOURTH GRADE.

First Term—Columbus, Vespucci.

Second Term—Balboa, Magellan, Drake.

(For Board written examination—Questions by Committee.)

## COLUMBUS:

1. Where was Columbus born?
2. What did he think about the earth?
3. What did he wish to do?
4. Why did he wish to find a shorter route to India?
5. How had India been reached before this?
6. Who gave Columbus the ships?
7. In what direction did he sail?
8. What ocean did he cross?
9. What land did he first discover?
10. What did he think this land was?
11. Did Columbus know that he had discovered a New World?
12. Give the date of discovery?
13. How many voyages did Columbus make?
14. Who was the friend of his old age?
15. Tell about Columbus' last days.
16. Where was he buried?
17. Where are his remains now?
18. Character of Columbus.
19. What lesson do we learn from the life of Columbus?
20. Learn the first verse from Joaquin Miller's "Columbus."
21. "Patience is courage of the most difficult kind."

## ORAL.

For examination by deputies:

1. Teach the boyhood of Columbus and the trials of his life.
2. Character of Isabella.

(For Board written examination.)

## AMERIGO VESPUCCI:

1. Where was Amerigo Vespucci born?
2. What voyages did he make?
3. Give the date of his first voyage to America?
4. Why was America named after him?
5. Is it just to blame Vespucci for this?
6. Why not?

7. Who was the great friend of Vespucci? (Ans.: Columbus.)
8. The name America was first given to Brazil. It was then applied to South America, and finally the entire continent received the name. Vespucci was not aware of the injustice done to Columbus. He was the friend of the great admiral in his old age.

**BALBOA:**

1. Where was Balboa born?
2. What did he discover? (Date.)
3. From what place did he first behold it?
4. What did he call this ocean?
5. Tell about his death.
6. Tell about his character.

**ORAL.**

For examination by deputies:

1. Tell about Balboa's youth.
2. Give an amusing incident of his first voyage.
3. What islands did he first go to?
4. What did the Indians tell him about?
5. Why was he beheaded?

(For Board written examination.)

**MAGELLAN:**

1. Where was Magellan born?
2. What ocean did he cross? (Date.)
3. What straits are named after him?
4. What ocean did he name?
5. Why did he give it this name?
6. Who discovered this ocean?
7. What islands did he discover?
8. Who claimed these islands? Why?
9. Who now owns this group?
10. How did the United States obtain them?
11. How did Magellan meet his death?
12. Character of Magellan.

**DRAKE:**

1. Where was Drake born?
2. What was he the first to do?
3. What else was he the first to do?
4. What point of South America did he sail around?
5. Tell about his voyage on the Pacific Coast.
6. What honor was conferred upon him?
7. Where did he die?
8. Where is he buried?
9. What was the name of his ship?
10. What was done with the "Golden Hind?"
11. What is there in San Francisco to commemorate his voyages?
- Why?
12. Character of Drake.

## FIFTH GRADE.

Fall Term—Outline: Da Gama, Cabot, De Leon, Cortez.

Spring Term—Pizarro, Cabrillo, Smith, Hudson, Puritans. Summary.

## ORAL.

For examination by deputies:

1. For 200 years before North America and South America were known to exist, a splendid trade had been going on between Europe and the East Indies.

2. Ships loaded with metals, woods, and pitch, went from European ports to Alexandria and Constantinople, and brought back silks, cashmeres, spices, dye-wood, ivory, precious stones, and pearls.

3. This trade was carried on by means of boats and caravans from the Persian Gulf to Genoa and Venice.

4. New routes were now wanted.

5. The trade between Europe and Asia was in danger of being destroyed by the Turks. The day seemed near when all trade between the Indies and Europe would be ended. Men began to ask if it were not possible to find the ocean route to Asia.

6. The Portuguese tried to solve this difficulty by repeated attempts to reach India by water, but these attempts convinced them that the route would be too long for the purposes of commerce.

7. Then came the question: "Is there not a shorter route?" and Columbus tried to answer this.

8. The theory of the rotundity of the earth had been held by some of the ancient writers.

9. The ocean on which Columbus now embarked, and which in our time is crossed in less than a week, was then utterly unknown, and was well named "The Sea of Darkness."

(For Board written examination.)

## DA GAMA:

1. Where was Da Gama born?
2. What about his early life?
3. What did the King of Portugal do?
4. Describe his voyage. (Route.)
5. What did he at last reach? (Date.)
6. How was he received upon his return?
7. What was he the first to do?
8. What did Portugal gain by this?
9. Of what advantage was this discovery to Portugal?
10. Where did Da Gama die?
11. Character of Da Gama (kindly as well as brave)?

(For Board written examination.)

## CABOT:

1. Where was John Cabot born?
2. To what country did he and his family migrate?
3. Under what flag did he sail?
4. Who was then the ruler of England?

5. What voyage did Cabot make? (Date.)
6. What land did England claim through this discovery?  
(For Board written examination.)

**DE LEON:**

1. Where was Ponce De Leon born?
2. What did he discover? (Date.)
3. What was he in search of?
4. What did he name the land discovered?
5. Why did he name it Florida?

(For Board written examination.)

**CORTEZ:**

1. Where was Cortez born?
2. What country did he conquer? (Date.)
3. Name of the conquered race.
4. In what way were the Aztecs superior to the Indians?
5. Name the ruler of the Aztecs.
6. Fate of Montezuma?
7. What traces of the Aztecs are left?
8. What was Cortez's object in conquering Mexico? (Greed of gold.)
9. Fate of Cortez?
10. Character of Cortez.
11. How long did Mexico belong to Spain?
12. What form of government has it now?

(For Board written examination.)

**PIZARRO:**

1. Where was Pizarro born?
2. What country did he conquer? (Date.)
3. What was the object of this conquest?
4. Give the name of the rulers.
5. What did the Incas worship?
6. Describe their civilization.
7. Fate of Pizarro?
8. Character of Pizarro?

(For Board written examination.)

**CABRILLO:**

1. What was Cabrillo the first to do? (Date.)
2. What harbor of California did he anchor in?
3. In what respect did he differ from other piratical explorers?

(For Board written examination.)

**JOHN SMITH:**

1. Where was John Smith born?
2. Tell of his early life.
3. Of what colony was he chosen Governor?
4. Describe his character.

For oral examination by deputies:

1. Tell of the adventures of John Smith.
2. Relate any interesting anecdote connected with his adventures.
3. Tell the story of Pocohontas.

## SCHEDULE OF WORK OF THE

(For Board written examination.)

## HENRY HUDSON:

1. Where was Henry Hudson born?
2. In whose service was he?
3. What was the object of Hudson's voyage?
4. With what obstacle did he meet while trying to find the new route?
5. What river did he discover?
6. What bay did he discover? (Date.)
7. With what death did he meet?
8. What important trade was opened up through Hudson's voyages?
9. How did the Dutch lose these possessions?

(For Board written examination.)

## THE PURITANS:

1. Why did the Puritans leave England?
2. Meaning of the word "Pilgrim"?
3. To what country did the Puritans first go? Why?
4. Why did they leave Holland?
5. In what vessel did they sail?
6. What ocean did they cross?
7. How many were on board?
8. Mention any incident of the voyage.
9. Who was chosen as Governor before the landing of the ship?
10. Where did the Pilgrims land? When?
11. What kind of people were they?
12. What was the name of their colony?
13. Teach one verse of "The Landing of the Pilgrims." (Mrs. Hemans.)

For oral examination by deputies:

## PURITANS—(Continued.)

1. Tell some interesting incident in the life of Miles Standish.
2. What American poet has written about Miles Standish?
3. How did the Indians receive the Pilgrims?
4. How did the Puritans treat the Indians?
5. Speak of the hardships of the Puritans.
6. Tell about Thanksgiving.
7. Where may Plymouth Rock be seen?
8. Who was Peregrine White?
9. Mention some customs of the Puritans.
10. In what way did the Puritans persecute others in America?

(For Board written examination.)

## SUMMARY:

1. Spain claimed the West Indies by right of Columbus' discovery, - - - - - 1492.
2. Spain claimed Mexico by right of Cortez's conquest, 1519.
3. Spain claimed Peru by right of Pizarro's conquest, 1531.

4. Portugal claimed possessions in India, the East Indies and Africa by right of Da Gama's discovery, - - - - - 1497.  
 5. Spain claimed the Philippine Islands by right of Magellan's discovery, - - - - - 1519.  
 6. The Dutch claimed New York by right of Hudson's discovery, - - - - - 1609.  
 7. The English claimed the Atlantic Coast from Labrador to Florida by right of Cabot's discovery, - - - - - 1497.  
 8. Spain claimed Florida by right of De Leon's discovery, 1513.  
 9. Name 5 intrepid mariners. Name 2 conquerors.  
 10. *Consult:* Pratt's Histories, Eggleston, Barnes, Hittel, Pacific Coast Histories, "Cortez and Montezuma" (by Pratt), "Story of Our Country" (Burton).

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## Word Analysis.

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### SEVENTH GRADE.

[From Swinton's New Word-Analysis, p. 50 to p. 65, continued from Circular 10, which see for method and instructions.]

From AGERE—act, action, inaction, inactive, inactivity, actor, agent, agile, agility, enact, enactment, transact, transaction.

From ALIENUS—alien, alienate, alienation, inalienable.

From AMARE—amiable, amity, amicable, amateur.

From ANIMUS—animal, animalculae, animate, animation, reanimate.

From ANNUS—annual, annuity, millenium.

From ARS—art, artist, artistically, artisan, artful, artlessly, artlessness, artifice, artificial.

From AUDIRE—audible, audience, audit, auditor.

From CAPUT—capitis, capital, decapitate.

From CIVIS—civic, civil, incivility, civilize, civilization, civilian.

From COR—cordis, core, cordial, cordially, cordiality, concord, discord.

From CORPUS—corporal, incorporate, corporation, corpuscle, corps.

From CREDERE—creed, incredible, credit, discredit, credible.

From CURRERE—current, currency, cursory, cursorily, excursion, incursion, precursor.

From DIGNUS—dignify, dignity, indignity.

From DOCERE—docile, docility, doctor, doctrine.

Prefixes and suffixes used in the above, and which are to be committed to memory, together with their meanings.

SUFFIXES—ion, ive, ity, or, ent, ile, ment, ate, able, al, cule, ose, est, ic, ly, an, less, ness, ence, ize, cle, ency, ary, fy, ile.

PREFIXES—in, en, trans, con, dis, ex, pre.

## EIGHTH GRADE.

For method, see text-book and "Notes."

From ACER—(acr) acrimonious, (acerb) acerbity, (acid) acidity, (acet) acetic, acetification.

From AEDES—(ed) edifice.

From AEQUUS—(equ) equable, equatorial, equitable, inadequate, iniquitous, (equal) equalize.

From AEVUM—(ev) longevity, primeval, (etern) eternal, eternity.

From AGER—(agri) agrarian, agriculturalist, peregrination, pilgrimage.

From ALERE—(al) aliment, alimentary, alimony, (alit) coalition (alesc) coalesce.

From ALIENUS—(alter) alteration, alterative, altercation, (altern) alternation, alternative, subaltern—amare, animus, annus.

From ANTIQUUS—(antiqu) antiquary, antiquated, antique.

From APTUS—(apt) aptitude, adapt, adaptation.

From AQUA—(aque) aqueduct, aqueous, aquatic, aquarium.

From ARBITER—(arbiter) arbiter, (arbitr) arbitrary, arbitration, arbitrament.

From ARBOR—(arbor) arboretum, arboriculture.

From ARMA—(arm) armory, armorial, armistice, Armada, armament—arz.

From ARTICULUS—(articul) articulate (v.) (adj.), inarticulate.

From ASPER—(asper) asperity, exasperation—audire.

From AUGUERE—(aug) augmentation, (auct) auctioneer, author, authorize, auxiliary.

From AVIS—(augur) augur (v.), augury, inaugural, (auspici) inauspicious, auspices.

From BARBARUS—(barbar) barbaric, barbarism, barbarous.

From BIS—(bi) biennial, bigamy, biped, bisect, bivalve, binocular, combination.

From BONUS—(bonus) bonus, bounteous, (bene) beneficent, beneficial, benefactor, benediction, benevolence.

From CADERE—(cad) cadence, decadence, (cide) accident, coincidence, deciduous, incident, (case) casualty, occasion, chance, decay.

From CAEDERE—(cide) decide, fratricide, homicide, infanticide, matricide, parricide, regicide, suicide, (cise) conciseness, decisive, incisor, precision.

From CAVERE—(caut) incautions, precaution.

From CANDERE—(cand) candid, incandescent.

From CANERE—(cant) cant, cantata, canto, incantation, recant, (chant) chanticleer, enchant, accentuation, precentor.

From CAPERE—(cap) capability, (cip) anticipate, emancipate, incipient, municipal, participate, participle, principal, principle, recipient, recipe, (ceive) deceive, perceive, (capt) captivate, (cept) deceptive, exceptional, intercept, preceptor, receptacle, susceptible, (ceit) deceit, receipt, capacious, incapacitate—caput.

From CARO—(carn) carnage, carnival, carnivorous.

From CAUSA—(caus) accuse, excusable.

From CAUERE—(caut) incautious, precaution.

From CAVUS—(cav) concavity, excavate, cavil.

From CEDERE—(cede) accede, antecedent, concede, secede, unprecedented, (ceed) succeed, (cess) cessation, accessible, excessive, intercession, secession, successive.

From CENSERE—(cens) cesurable, census.

From CENTRUM—(centr) centrifugal, centripetal, concentrate, eccentricity.

From CENTUM—(cent) centenary, centennial, centipede, percentage.

From CERNERE—(cern) discernment, (cret) discretion, secretary, (discrimin) indiscriminate.

From CERTARE—(cert) concert, disconcert.

From CINGERE—(cinct) cincture, precinct, succinct.

From CIRCUS—(circ) circus, (circul) circulatory, semicircle.

From CITARE—(cite) excitability, resuscitate, (citat) recitation—civis.

From CLAMARE—(claim) acclaim, disclaim, claimant, (clamat) proclamation, clamorous.

From CLAUDIRE—(clud) conclude, seclude, (clus) exclusive, recluse, (close) close, enclosure, clause, cloister.

From CLINARE—(clinat) inclination, (cline) decline, (cliv) declivity, proclivity.

From COLERE—(cult) agriculture, horticulture, (cultiv) colonial—cor, corpus, credere.

From CREARE—(creat) creative, creature.

From CRESCERE—(cresc) crescent, excrecence, (cret) concrete, accrue.

From CRUX—(cruc) crucial, crucible, crucify, crosier, crusader .

From CUBARE—(cub) incubator, (cumb) recumbent.

From CURA—(cur) inaccurate, proxy, insecure, sinecure.

#### NINTH GRADE.

From MEMINISSE, MEMINI (to remember), MEMOR (mindful), MEMORARE, MEMORATUM (to remember, to mention).

From MEMINISSE—memento.

From MEMOIR—memorandum, immemorial.

From MORARE—remembrance.

From MENS (the mind)—demented, vehement.

From MERCES (hire, etc.)—mercantile, merchandise, commercial.

From MERGERE (to dip)—emergency, immerse.

From MIGRARE (to remove)—emigration, immigrate, migratory.

From MILES (soldier)—military, militia.

From MINERE (to hang over)—eminent, imminent, prominence.

From MINUERE (to lessen, etc.)—minute, minority, minimum, diminish.

From MINISTER (a servant)—administer, ministry.

From MIRARI (to wonder)—miraculous, mirror.

From MISCERE (to mingle)—promiscuous, mixture.

From MISER (wretched)—misery, commiserate.

From MITTERE (to send)—committee, remittance, missionary, sub-mission, compromise, promissory.

From MODERARI (to keep within bounds)—

From MODUS (manner, measure)—immoderate, modulation, com-modious.

From MONERE (to warn, to remind)—admonish, monument, pre-monition.

From MONS (mountain)—mountaineer, paramount, promontory.

From MONSTRARE (to point out)—monstrous, remonstrate.

From MORDERE (to bite)—morsel, remorse.

From MOS, MORES (morals)—morality, demoralize.

From MOVERE (to move)—removal, emotion, momentum.

From MULTUS (many)—multitude, multiply.

From MUNUS (a gift, service)—municipal, munificent, community, remunerate.

From MUTARE (to change)—commutation, immutable.

From NASCI, NATURA (to be born)—renaissance, international, innate, naturalize.

From NAVIS (a ship)—nautical, circumnavigate.

From NECTERE (to tie)—disconnect, annexation.

From NEGARE (to deny)—negative, renegade.

From NEUTER (neither)—neuter, neutrality.

From NOCERE (to hurt)—innocence, obnoxious.

From NOMEN (a name)—cognomen, nominee, ignominy.

From NOSCERE (to know)—

From NOTA (a mark)—notary, notorious, ennable, connoisseur, in-cognito.

From NOVUS (new)—novelty, innovation, renovate.

From NUMERUS (a number)—numerical, innumerable.

From NUNCIARE (to announce, etc.)—enunciate, pronunciation.

From NUTRIRE (to nourish)—nutritious, nursery.

From OPUS (a work, etc.)—operation, operatic.

From PANDERE (to spread)—

From PASSUS (a step)—expansion, surpass, passport.

From PAR (equal)—disparity, peerless.

From PARARE (to prepare)—

From SEPARARE—reparation, apparatus, inseparable, several.

From PATER (father), PATRIA—paternal, patrician, patronize.

From PATI (to bear)—patience, incompatible.

From PELLERE (to drive)—dispel, pulsation, compulsory, repul-sive.

From PENDERE (to hang)—appendage, independence, suspension, pendulum.

From PENDERE (to pay)—expenditure, indispensable, recompense.

From PETERE (to attack)—incompetent, competitive, impetuous.

From PLECTERE (to twist), PLICARE (to fold)—perplexity, ex-pllicable, explicit, accomplice, pliable, quadruple, simplifly.

From PONERE (to place)—opponent, decomposition, exposition, exposure, impostor, imposture.

DEPARTMENT OF PUBLIC INSTRUCTION.

R. H. WEBSTER, *Superintendent.*

SAN FRANCISCO, CAL., July 31, 1899.

## NINTH GRADE.

### WORD ANALYSIS. (50 CREDITS.)

1. Analyze and define *submarine*, *navigate*.
2. " " " *complication*, *emerge*.
3. " " " *viaduct*, *disinter*.
4. Name three English words derived from *gratus*.
5. " " " " " *pono*.
6. " " " " " *fero*.
7. Write two words having prefixes signifying the same as *a* in the word *avert*.
8. Write three different forms of the prefix *ex* and illustrate by words.
9. Write three words containing three suffixes signifying *one who*.
10. Give the meaning of the suffixes *-ee*, *-able*, *-ie*, *-ize*.

### SPELLING. (50 CREDITS.)

1. sassafras	26. euchre
2. spinach	27. catechism
3. apothecary	28. bacchanal
4. canvasser	29. chorister
5. decease	30. synchronism
6. concise	31. chronicle
7. forceps	32. scholastic
8. precipice	33. archangel
9. mantel	34. chromatic
10. annuity	35. xylophone
11. notoriety	36. sequel
12. boundary	37. hinderance
13. compulsory	38. maintenance
14. genteel	39. gauge
15. recede	40. stupendous
16. dependent	41. eccentric
17. supplement	42. mischievous
18. pricing	43. acquiesce
19. erasing	44. promiscuous
20. menacing	45. delinquents
21. prevalence	46. granary
22. grievance	47. albatross
23. choral	48. partiality
24. villain	49. reconnoiter
25. strychnine	50. cognizant



From **PORTARE** (to carry)—portage, insupportable, opportunity, transportation.

From **POSSE** (to be able), **POTENS** (powerful)—impossible, potentate, omnipotent.

From **PREHENDERE** (to seize)—comprehension, apprentice, impregnable, reprisal.

From **PREMERE**, **PRESSUM** (to press)—depression, impressment, imprint.

From **PRIMUS** (first), **PRINCEPS** (chief)—primeval, primitive, principal, principle.

From **PROBARE** (to prove)—improbable, reprobate, approval.

From **PUNGERE** (to prick)—pungency, punctual, poignant.

From **PUTARE** (to think, to reckon, etc.)—deputy, disrepute, amputate, compute.

From **RAPERE** (to seize suddenly)—rapacity, rapid, surreptitious.

From **REGERE** (to rule), **RECTUS** (straight)—regiment, incorrigible, rectitude, insurrection, insurgent.

From **RIVUS** (river)—rivalry, rivulet.

From **ROGARE** (to ask)—arrogance, abrogate, interrogative.

From **RUMPERE** (to break)—bankruptcy, eruption, abruptly.

From **SACER** (holy)—sacrifice, consecrate, desecration.

From **SALUS** (health), **SALVUS** (safe)—salutary, safety, salubrious.

From **SCANDERE** (to climb)—descendant, ascension.

From **SCRIBERE** (to write)—description, postscript, manuscript, scribble.

From **SECARE** (to cut)—insect, dissection, bisect.

From **SEDERE** (to sit)—sediment, sedentary, supersede, president, session.

From **SENTIRE** (to feel)—resentment, sensation, nonsense.

From **SEQUI** (to follow)—obsequies, persecutor, sequel, executrix.

From **SERVARE** (to save)—preserve, observatory, reservation, reservoir.

From **SIGNUM** (a sign)—signify, a countersign, consignment, signature.

From **SIMILIS** (like)—simile, dissimilar, assimilate.

From **SISTERE** (to stand)—existence, resistance, subsistence.

From **SOLVERE** (to loosen)—dissolve, absolute, soluble.

From **SPECERE** (to behold), **SPECIES** (a kind)—conspicuous, suspicion, respectable, specie, speculation.

From **SPIRARE** (to breathe), **SPIRITUS** (spirit)—conspiracy, respiration, sprite.

From **SPONDERE** (to promise)—correspondence, irresponsible, espouse.

From **STARE** (to stand)—constancy, stationery, stationary, superstitious, destitute, armistice, solstice.

From **STRINGERE** (to bind)—stringent, restriction.

From **STRUERE** (to build)—destruction, obstruction, instrument.

From **SUMERE** (to take), **SUMPTUS** (cost)—resume, sumptuous, consumption.

From TANGERE (to touch)—tangible, attainable, contagion.

From TENDERE (to stretch)—tendency, distend, ostentatious, intensify, tension.

From TENERE (to hold)—tenement, tenure, retentive, abstain, tenacious, maintenance.

From TERRA (the earth)—subterranean, interment.

From TESTIS (a witness)—testimony, contest, detestable.

From TORQUERE (to twist)—distort, extortion, tortuous.

From TRAHERE (to draw)—tractable, extraction, treaty.

From TRIBUERE (to give, allot)—tributary, distribution.

From TRUDERE (to thrust)—intruder, protrude.

From TUERE (to watch)—tuition, intuitive.

From UNDA (a wave)—inundation, abundance, undulate.

From UTI, USUS (to use)—utensil, usury, disabuse.

From VADERE, VASUM (to go)—pervade, invasion.

From VALERE (to be strong), VALE (farewell)—valiant, prevalent, invalid.

From VENIRE (to come, to go)—adventurous, eventful, revenue, convenience.

From VERBUM (a word)—verbal, verbatim.

From VERTERE (to turn)—advertisement, divert, adversary, controversy, versatile, vortex.

From VERUS (true)—verify, veracity.

From VIA (a way)—viaduct, impervious, envoy.

From VIDERE, VISUM (to see)—evidence, visible, supervisor, vista, invoice.

From VINCERE (to conquer)—invincible, victory, vanquish.

From VOCARE (to call), Vox (the voice)—vocation, vocalist, revoke, vocabulary.

From VOLVERE (to roll)—revolution, evolution, volume.

From VULGUS (the common people)—vulgarity, divulge, promulgate.

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## Music.

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By MISS ESTELLE CARPENTER, Supervising Teacher of Music.

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"Singing, when well taught, is as important a subject for the school-room as any other branch; and it needs to be taught from the lowest to the highest grade in the ungraded school as in the graded school. It is needed for patriotism, morality, for health. It is needed to make discipline lighter, school attendance more regular, school management easier, study more interesting, and recitation more spirited."

"What the wings are to the bird, what the blossom is to the plant, what the juice is to the fruit, what the eye is to the face, what fervency is to the voice, singing is to the school!"

"In every child there is the germ of the power to appreciate the finest music and to express his appreciation with the voice."

"If proper training is begun before the voice is spoiled by bad usage, and before the natural instinct for that which is best has been destroyed, or replaced by the vulgar, the common, or the debasing, in music, every child is capable of being taught to express spontaneously in song the finer emotions—sympathy and love to his fellow-creatures and love to his Creator.

"In all undertakings it is best to begin well, and this is particularly true with regard to music. It is impossible to begin too early in childhood to teach that which is pure and high, and to awaken in the child's nature impulses that will stimulate the growth of worthy aspirations, that no room may be left for weeds.

"In the selection of songs, therefore, one cannot be too careful, both as to words and music. Go to our best composers and there will be found simple musical airs and suitable words.

"More pleasure and profit can be derived from the study of a small painting by a master hand, than can be found from studying a showy picture by an ordinary individual. So, in most all cases, the simple songs of the good composer are sweeter and more helpful than more pretentious selections from the ordinary musician. It is because the master composer thinks and feels at all times musically, and his slightest expression is full of music, while the ordinary composer catches but a glimpse of the wonderful art, and so his productions fall short of true worth. Therefore, in order that the child may be brought in contact with true music, the songs should be selected from the masters.

The songs of Country, Home, Nature and God appeal strongly to the child. Therefore such songs must be selected. They can be found in the following collections: "Children's Songs," by Reinecke; "Children's Songs" by Abt; "Songs by Gilchrist;" arrangement of "Songs by Eleanor Smith;" "Songs of Child World," by Jessie Gaynor; books arranged by Wm. Tomlins; "Children's Songs," by Fred Bullard; "Children's Songs," by Frederic Root; "Children's Songs," by Neidlinger; "Children's Songs" by Emerson, and "Children's Songs" arranged by Max Spicker. Try to teach as many Folk Songs as possible. Such songs live from generation to generation, and the children should know them.

Be particular as to the manner of presenting a song. It is not always the teacher with the voice that obtains the best results. The teacher who understands the spirit of the song and who has the power of making the children realize the thought of the song readily obtains sweet singing from the children.

Some think that many songs should be taught to the children in a year, but no thought is given to the manner in which the songs are sung. During the first year of school life a dozen good songs rightly taught and sweetly sung are worth much more to a child than numbers of songs carelessly given and thoughtlessly sung. For if a song is sung carelessly, the voice is injured; for when there is no concentration of

the mind while singing, the voice is either harsh or lifeless. The right quality of voice will not come, so the double harm is done.

Aside from the mental and moral discipline involved, aside from the wonderful power of singing as a restoration for wearied mind and body, there is one point, practical and peremptory, that must be considered first, last, and all the time. I refer to the preservation and cultivation of the voice. No one has a right to injure any part of the child's body. The utmost care must be taken to prevent harsh, loud, or nasal singing, and this can only be done by insisting on the free use of the breath and lips; by pitching the songs rather high; by insisting on true singing, and by governing the tempo of the song by its thought.

Correct habits formed in the first grades and insisted upon during the school life, will preserve and strengthen the pure tones. If correct habits are persisted in, who can tell how many superior voices will be developed in our public schools?

During the first year of school life the children should be taught good songs, how to breathe and sing correctly, and they should gain independence in hearing, thinking, and singing tones of the scale.

As the children are promoted they become more proficient in this work, and they are ready to take up the reading of music, as presented by the Natural Music Course.

The success of this course depends upon a most careful and persistent reference from books to charts and from charts to books. Material which seems too difficult without previous chart drill, seems very easy when taken in the proper way. At the end of each page of the charts are notes telling the pages in the books that are to be used in connection with the page of the chart.

Children learn to sing by singing; therefore, as little time as possible should be spent on the technical part of the subject. In this course only one difficulty is presented at a time. Explain each one as it comes. If the children in their singing observe rests, holds and ties, it is worth more than mere definitions of the same.

#### INSTRUCTIONS TO TEACHERS.

At first do not say much about the signatures; they are simply signs to show the position of doh. As the children progress they will notice what signs are used for the different positions of doh.

After the pupils readily sing the exercises by syllable, let the children sing the same exercises, using the syllables coo or lah. Have them beat time with a slight wave of the hand.

Do not fear chromatics. If they are presented gradually in different combinations, and are practiced faithfully, they can be learned. In fact, if these charts and books are used systematically the children cannot fail to learn to read. Notice all notes at the end of pages of both charts and books.

The classes that meet together for the singing lesson should be provided with the same book, irrespective of grades, so that both note

work and songs can be taken together—that is, if fifth and sixth grades are advanced, and meet together, use Reader II. Otherwise use the Primer.

Principals should see that music is taught in all the classes.

Especially order Chart A for the third grades, if that chart is not in the building.

If the teacher finds her children are in advance of the work on the circulars sent out, do not put children back. Let them try to work up to the Course of Study.

Avoid the singing of an exercise so often by syllable that the children learn it by heart.

The secret of success in using these books is to begin at the beginning of the book and go over the work systematically, deriving help from the chart.

Those teaching the singing should be provided with a C pitch pipe. One can be obtained at any music store.

#### FIRST GRADE.

*Vocal Drill.*—Erect, natural position of the body. Free use of the breath while singing, also free use of lips. Soft, sweet tones. Gentle exercise in humming. Vowels on sustained tones, and on the scales, beginning at the upper doh.

*Tones.*—Use hand signs. Tones of scales beginning with doh-doh, gradually adding soh-me-ray-te-fah-lah, always combining each one with the tones previously taken. Drill thoroughly on each interval before taking up a new one. Also sing scale down from different pitches. Let children skip the tones in the scale, using syllables coo-lah instead of doh-ray, etc.

*Songs.*—By rote. Softly and sweetly sing songs pitched quite high. Select good and simple songs, at least ten during the year.

If time, give a few very simple songs by means of the \*hand signs, or by writing the syllables on the board.

#### SECOND GRADE.

*Vocal Drill.*—Erect positions of the body. Free use of the breath while singing; free use of the lips. Soft, sweet tones. Gentle exercises in humming. Vowels on sustained tones and scales; also, combine o and ä on scales. All scales to begin on upper doh.

*Tones and Note Work.*—\*Use hand signs. Review intervals of scale, in all combinations, using syllables doh-ray-me; etc., and also coo-laa.

*Songs.*—By rote. Softly and sweetly sing good songs pitched quite high; also give a few simple songs by means of the hand signs, or by writing syllables on the board.

\*See First Grade.

#### THIRD GRADE.

*Vocal Drill.*—Erect positions of the body. Free use of the breath

while singing. Free use of the lips. Soft, sweet tones. Gentle exercises in humming. Vowels on sustained tones

- .. -  
0-a-e  
- .. -  
0-a-a

Also scales to be sung down and up, with vowels.

*Tones and Note Work.*—Vertical scale or hand signs. Also review intervals of scales in all combinations. Simple two-part exercises with hand signs and vertical scale. Use syllables do, ray, me, etc. Also coo and lah.

Teach names of lines and spaces a, b, c, d, e, f, g.

Study Chart A. Do not mention signatures. Simply show that doh has moved. Explain new points as encountered. Observe footnotes of chart. Be particular about the study of time introduced with this chart.

*Songs.*—By rote. Softly and sweetly sing good songs pitched quite high. Simple songs by means of \*hand signs or vertical scale, or syllables written horizontally on board.

\*See First Grade.

## FOURTH GRADE.

*Vocal Drill.*—Erect, natural positions of the body. Free use of the breath and lips while singing. Soft, sweet tones. Gentle and quick exercises in humming, and in the scales up and down, using various vowels and syllables. Sustained tones on

(ō-e) (e-ā) (ōō-ā) (ōō-ō-ā-ā)

*Tones and Note Work.*—On Vertical scale; practice the intervals in all combinations, using sharp of 4, called fe. Two parts on Vertical Scale. Sing also tones with syllables coo-lah.

Study Chart B, in connection with Primer; sing by note through page 11. The signature of Key of C should be learned. Other keys simply mention that doh has moved. Explain new points as encountered.

*Songs*—At least one song from pp. 89-102, by note or rote.

## FIFTH GRADE.

*Vocal Drill.*—Erect, natural positions. Free use of breath and lips while singing. Soft, sweet tones. Gentle and rapid exercises in hum-ming, and the scales up and down on vowels and syllables. Sustained tones.

( $\bar{o}$ ,  $\bar{e}$ ) ( $\bar{o}$ ,  $\ddot{a}$ ) ( $\bar{o}\bar{o}$ ,  $\ddot{a}$ ) ( $\bar{o}\bar{o}$ ,  $\bar{o}$ ,  $\ddot{a}\bar{a}$ ,  $\bar{e}$ )

In the latter exercise, the lips must be used very freely.

**Tones and Note Work.**—On vertical scale practice the intervals in all combinations introducing flat 7, or ta or sa. Sing also tones with syllables coo, laa. Primer, pp. 46-51. The signature of Key of C must be learned. Explain all new points encountered.

*Songs*—By note or rote, to be sung sweetly, at least one from pp. 53-60-67.

## SIXTH GRADE.

*Vocal Drill.*—Erect position of the body. Free use of the breath and lips while singing. Soft, sweet singing. Gentle exercises and humming. Vowels on sustained tones, alone and in combination. Also rapid scale practice on different syllables.

*Tones and Note Work.*—Study through page 10 of Second Reader. The signatures of the Keys of C and D should be learned. Observe notes at the end of each page in Book and Chart.

*Songs.*—One from pp. 30-33, by note or rote, sweetly.

## SEVENTH GRADE.

*Vocal Drill.*—Same as Sixth Grade.

*Note Work.*—Study pp. 54, 55, 62, 63, 65, 66, in Reader II.

The signatures of the Keys of G, and E flat should be learned. Observe the remarks at the end of the pages of the books.

*Songs.*—Pp. 62, 63 65, by note and rote, with expression.

## EIGHTH GRADE.

*Vocal Drill.*—Breathing. Humming. Rapid Scale Practice, also in Reader IV. Vocal drills Ex. 1, 20, 37, 63.

*Tones and Note Work.*—Use vertical scale for interval practice. Study Reader IV through pages 5, 9, 12, 13, 14, 15, 20, 26, omitting pp. 6, 7, 10, 11 17, 18, 22, 25. Always use the page of chart indicated, and drill on those exercises before taking up ones in the book. The signatures of the following keys should be learned: Keys of C, D, E.

*Songs.*—By rote and note, with expression.

## NINTH GRADE.

*Vocal Drill.*—Breathing. Humming. Rapid Major and Minor scale practice.

*Tones and Note Work.*—Use vertical scale for interval practice. Reader IV completed from page 89, 91, 92, 93, 94, 95, to be used in connection with Chart G. Review signatures of Keys of C, D, E flat.

*Songs.*—By rote and note. In this grade pupils should acquire skill in the grasping of the musical thought, as they do the thought of the printed page. They should also be able to sing simple three-part exercises and songs by sight.

# Drawing.

By Miss Katherine M. BALL, Supervising Teacher of Drawing.

## TEACHERS' MEETINGS.

1. Teachers will assemble for instruction in Drawing at the beginning of each term. These meetings shall occupy a session of one hour and a half, the classes of the teachers called being dismissed at 2 P. M.

2. Board rules governing attendance and tardiness shall apply at these meetings. Principals will note this for their general report.

## NOTICE OF MEETINGS.

Miss Ball will meet teachers for instruction in drawing, as follows:

Jan. 3, grade IX.	Jan. 10, grade IV.
“ 4, “ VIII.	“ 11, “ III.
“ 5, “ VII.	“ 12, “ II. and Div. I.
“ 8, “ VI.	“ 15, “ II. “ “ II.
“ 9, “ V.	“ 16, “ I. “ “ I.
	“ 17, “ I. “ “ II.

Division I for teachers of Grades I and II will consist of those teaching south of Market street; and Division II, of those teaching in schools north of Market street. Meetings will be held in the Webster School building at 2:45. It is desired that teachers take their Outlines, the drawing books used in their respective grades, and be prepared to take notes.

## SEATING AND LIGHTING OF ROOM.

Seats should be so arranged that the light may come from the left and rear of the room. Many class-rooms are so seated that the children sit and work in their own shadows, a condition which is very injurious to the eyes.

## BLACKBOARDS.

Blackboards should have no permanent decorations that may interfere with their usefulness for general work. All explanatory work should be put on the front boards, as side boards are apt to give foreshortened views, which is detrimental to sight.

## DUTIES OF PRINCIPALS.

1. Principals should supervise the drawing in their respective schools, and confer with the Director of Drawing concerning any unsatisfactory work.

2. They should see that all children are provided with the necessary material within a week from the opening of school, and that the drawing lessons begin promptly and be given regularly according to program.

3. Programs should be so arranged that the lessons in different classes do not conflict when different teachers find it necessary to use the same models.

4. Principals should be responsible for the condition of general materials, and make requisition for any that are not supplied to their schools. Every school should have one set of fifty cubes, one set of fifty cylinders, and a manual for each teacher's desk.

5. When a principal finds a teacher incapable of teaching drawing, he should detail another teacher from his school to do this work.

For drills in formal work, use the pencil. For free expression in appearance drawings; use any of the following mediums: pencil, charcoal, colored crayons, brush and ink or water colors.

*Drill Exercises.*—Study position of body, hand, arm, paper, pencil, and pencil holding. Drill on circles and straight lines, on the blackboard and on paper. Work for free, full-arm movement, for delicacy of touch and light, soft lines.

*Appearance Drawing.*—Draw available, useful, and beautiful objects. Make large, free, quick drawings, which represent expressions of seeing, rather than accurate drawings. Learn imaging and tracing around the contour of the object in the air with the pencil. Draw from leaves, flowers, grasses, fruits, and vegetables, each child working from his own object.

Draw from the pose to illustrate stories. Use drawing to illustrate other studies. Work for facility and not for accuracy.

Copy given blackboard drawings. Work for a degree of accuracy.

*Picture Study.*—Study the works of well-known artists who represent things of interest to child life. Coordinate this work with the language work.

[Schedule for Spring Term. For Fall Term, see Circular 10.]

(Limitations by class teachers.)

#### FIRST GRADE.

##### I. COLOR STUDY.

(a). Study Red, Yellow, and Blue.

##### II. TABLET AND STICK LAYING.

(a). Copy designs from given blackboard drawings.

(b). Make original arrangements for borders and center designs, and imaginative arrangements representative of common things.

##### III. PAPER FOLDING.

(a). Do exercises 9, 10, 11, and 6, 7, 8, of given notes.

##### IV. FORMAL DRAWING.

(a). Drill on Figs. 1 and 2 of given notes.

##### V. DRAWING FOR OBSERVATION. (To be done with either pencil or brush.)

(a). Simple foliage.

(b). Vegetables and fruits.

#### SECOND GRADE.

##### I. COLOR STUDY.

(a). Study Orange, Green, Violet.

##### II. PAPER FOLDING.

(a). Fold four-pointed star.

(b). Fold Greek cross.

## III. STICK LAYING.

- (a). Study lengths of 1 to 6 inches. Make geometric figures, such as squares, oblongs, and triangles. Make simple borders and decorative arrangements from blackboard drawings.

## IV. FORMAL DRAWING.

- (a). Drill on Figs. 3, 4, 5, of given notes.
- (b). Draw the four-pointed star.
- (c). Draw the Greek cross.

## V. DRAWING FOR OBSERVATION. (To be done with either pencil or brush.)

- (a). Simple sprays and twigs.
- (b). Fruits and vegetables.

## THIRD GRADE.

## I. FORMAL DRAWING.

- (a). Review Exercises 1, 3, 5, and 7 of Supervisors' Notes.
- (b). Do Exercises 2 and 4 of Supervisors' Notes.

## II. DRAWING FOR OBSERVATION. (To be done with either pencil or brush.)

- (a). Draw two simple sprays of leaves; twigs.
- (b). Draw a vegetable.
- (c). Draw fruit.

## FOURTH GRADE.

## I. FORMAL DRAWING.

- (a). Review exercises 1, 3, 5, and 7 of Supervisor's notes.
- (b). Do exercises 2, 6, and 8 of Supervisor's notes.

## II. DRAWING FOR OBSERVATION. (To be done with either pencil or brush.)

- (a). Draw simple sprays of leaves, twigs, and flowers, on practice paper.
- (b.) Draw from the objects in the drawing-book, on page 29, a group of fruits; on page 4, a vegetable; on page 5, a simple spray.

## FIFTH GRADE.

## I. FORMAL DRAWING.

- (a). Do Exercises 3, 5, 10, 11, and 12 of Supervisor's notes.

## II. DRAWING FOR OBSERVATION. (To be done with either pencil or brush, in drawing book, from object.)

- (a.). On page 3, foliage.
- (b.). On page 23, a simple spray of leaves.
- (c.). On page 24, some fruit.
- (d.). On page 28, some vegetable.

Copy study of fruit on page 4.

## SIXTH GRADE.

## I. TECHNICAL PERSPECTIVE.

- (a). Draw on practice paper the cube facing below the level of the eye.

(b). Draw on practice paper, several angular objects, based upon the cube, facing below the level of the eye, such as books, baskets, boxes.

II. DRAWING FOR OBSERVATION. (To be done with either pencil or brush.)

- On practice paper, draw simple spray of leaves.
- On practice paper, draw a group of vegetables.
- On practice paper, draw a group of fruits.
- In drawing book, on p. 8 and on p. 13, draw some angular object, based upon cube facing below the level of the eye, such as box, book, basket; on p. 11, a group of fruit.

#### SEVENTH GRADE.

##### I. TECHNICAL PERSPECTIVE.

- Draw the cylinder, facing below the level of the eye.
- Draw on practice paper several cylindrical objects, based upon cylinder, facing below the level of the eye, such as cup and saucer, tumbler, flower-pot, drum, waste basket, etc.
- Draw on practice paper several angular objects, based upon cube, facing below the level of the eye, such as box, book, basket, etc.

II. DRAWING FOR OBSERVATION. (To be done with either pencil or brush.)

- In drawing book, on page 5, some cylindrical object; page 6, some other cylindrical object; page 7, some angular object.

#### EIGHTH GRADE.

##### I. TECHNICAL PERSPECTIVE.

- Study the cube turned at angle of forty-five degrees, below the level of the eye.
- Draw the cube turned at angle of forty-five degrees, below the level of the eye.
- On practice paper, draw several angular objects, based upon the cube turned at angle of forty-five degrees, below the level of the eye, such as box, book, basket.

II. DRAWING FOR OBSERVATION. (To be done with either pencil or brush.)

- In drawing book, on p. 5, some cylindrical object; on p. 8, some angular object; on p. 9, spray of leaves.

#### NINTH GRADE.

##### I. TECHNICAL PERSPECTIVE.

- Draw cube turned at angles of forty-five degrees, below level of the eye.
- Study cube turned at angles of thirty degrees and sixty degrees, below the level of the eye.
- Draw cube turned at angles of thirty degrees and sixty degrees, below the level of the eye.

(d). On practice paper, draw an angular object, based upon cube turned at angles of thirty degrees and sixty degrees, below the level of the eye.

11. DRAWING FOR OBSERVATION. (To be done with either pencil or brush).

(a). In drawing book, on p. 5 and p. 13, some angular object.

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## Notes.

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### I.

The July Schedule and the first Fall Schedule, 1899, should be discarded, Circulars 9 and 10 only, and this revision, being retained.

### II.

The conception that pupils are being educated by classes, instead of individuals, is erroneous, especially in physical culture, vocal reading, and in singing. Little is prescribed in this manual in these subjects, so that each individual pupil may be specially drilled. This work will receive careful examination by deputies.

### III.

For written June examinations in music by the Board, review Circular 10. First, second and third grades will be supplied with black-board work; third grades not having Chart A, will be given copies of the same.

### IV.

Reading and singing are to be preceded by breathing exercises; pupils are not to sit during these periods. Constant attention should be given to chest development.

### V.

The scholarship standing of schools for 1899-1900 will be determined from results of written examinations by direction of the Board of Education, combined with proficiency in vocal reading (embracing vocal culture and elocution with gestures), singing, writing, mental arithmetic, physical culture, etc., as reported by department of supervision.

### VI.

Fall work, 1899, to be reviewed by schedule and directions in Circulars 9 and 10.

### VII.

Written Board examinations in physiology and other nature study, and humane education, will not be held in June; and extensive blank-book work should not be given. Deputies will examine orally over ground designated by teacher. Not more than 4 pages of blank-book work in any subject.

## VIII.

Teachers and pupils of all grades are to practice vertical writing. The receipt of papers in June, by the Board of Education, revealed uniform and perfect vertical writing throughout some schools, even including the ninth grades. Preceding all lessons in writing, five minutes practice should be required on right and left ovals, and other exercises usually found on the inside of covers of writing books. The letter or business form to Principal on report days should be accompanied by a copy done in, at first, three-quarters, and finally in half the time, to cultivate speed as well as correct principles, graceful forms, and legibility.

## IX.

The list of "Literary Gems" appended is to be drawn upon, one or more per term, in each grade, for special study, memorizing, and individual and class reciting.

## X.

In all grades, sentence-making should consist of a sentence defining the word and another properly using the word.

## XI.

Eighteen hours per term should be given to music and drawing, respectively, in first, second, and third grades; nine hours in others, teachers to fix the length of periods; eighteen hours to sewing. That pupils, detained from any cause, shall receive the benefits presumed to arise, the five-minute daily opening exercise in patriotic and other songs may begin at 9:30.

## XII.

Oral composition is to be cultivated in each grade.

## XIII.

In word-analysis, methods and instructions in Circular 10 and the text-book.

## XIV.

Grammatical and rhetorical analyses should not be made till selections are read for the thought and beauties therein contained. Vocal reading should be the means by which the pupil exemplifies literary interpretation. Sometimes, however, the teacher may prefer to read and explain the entire selection first, subsequently testing the pupil's grasp as above—analysis of the portion indicated in the schedule to come last. Prosody and all work manifestly advanced should be avoided.

## XV.

Reading, all vocal exercises, and the following in arithmetic, may well be strengthened: Fractions in general, particularly in division of decimals; factors and multiples, analysis and proportion, quick operations. Algebraic method as to equations, letters, and symbols is to be pursued in interest and proportion.

## XVI.

Annotated editions of literature for the 7th, 8th, and 9th grades may be procured in pamphlet form at 5, 10, and 15 cents a copy. Teachers are directed to require pupils to purchase pamphlet copies of Irving's "Legend of Sleepy Hollow," and Shakespeare's "Julius Caesar."

## XVII.

The current school journals and magazines will be found in the teachers' library, Superintendent's office. Latest educational books and reports are being constantly added.

## XVIII.

Board examinations of evening schools in June; none in January, this school year.

## XIX.

In defining and sentence-making, the different uses of a word should be discussed. For example, in the eighth grade, the word "capital": Capital of the State, capital punishment, business capital. In the ninth, "stock": Bank stock, merchant's stock, grazier's stock, stock in cooking, etc.

## XX.

Evening school teachers should carefully consider the day school "Addenda" and "Notes," as much applies to them also.

## XXI.

The present revised edition of the Schedule of Work differs little from the July issue, except in making clear that which is designed for Board written examination and examination by deputies. The limitations are the results of recommendations of class teachers assembled, six typical schools at a time, on recommendation of Principals. Assembling by school instead of grades enables interchange of opinions and work, in a very satisfactory manner. Suggestions from any teacher or Principal, submitted in writing, will be filed for consideration in future issues. As many pupils enter the high schools, this schedule has been arranged in conjunction with high school heads of departments, with a view to lightening the high school work, as well as making the best possible preparation for business or general citizenship.

## XXII.

Music and drawing conducted by special teachers; limitations fixed by class teachers.

## XXIII.

The best education produces intellectual, moral and physical strength.

## SPECIFIC DIRECTIONS TO TEACHERS.

More than one section of class at discretion of teacher, but no more recitations are to be heard in a day than will permit of thorough mastery and drill on each; pupils are not to be hurried for the sake of touching each subject every day; consider only enough daily to permit of thorough, enthusiastic work.

Every teacher should endeavor to be a good blackboard writer.

Classes should have sufficient daily review and drill.

In place of supplementary reading in grammar grade classes, teachers will make use of the school library.

In all schools teachers may be assigned by the Principal to music classes according to their abilities in the subject. The voices of boys from thirteen to fifteen years of age inclusive, must not be strained.

Public reading and speaking, parliamentary usage and debating, in upper grades, in connection with Civil Government.

Fourth to ninth grades, inclusive: A business letter and one commercial form, such as an order for goods, a bill or a receipt, from pupils to Principals, on report day, and one composition or letter of friendship to Principals between report days, spelling and punctuation to be especially attended to. These are intended for the inspection of the Principal, the teacher to attend to the marking and correction of the papers.

Calisthenic and breathing exercises, twice daily.

Dole's "The American Citizen" in hands of teachers of seventh and eighth and ninth grades.

Patriotism, morals, manners and humane instruction in all grades at a set time, weekly.

The day's exercises should begin with song. Appropriate selections will be found in the back part of the prescribed music books.

Board or Principal's examinations at close of term; Board examinations at end of year; visits by Superintendent and Deputies during term.

Provide a time daily for individual instruction, if possible. This will be of especial benefit to ambitious pupils who are behind in their class work.

In the grammar grades supplementary reading has been diminished, that reading may be better taught and literature more thoroughly analyzed.

In all grammar grades defining must accompany spelling and reading.

Annual promotion of classes; but Principals may put back incapable pupils, after consulting with class teachers, at any time during the year.

Should injury to desks, or other annoyance occur where day and evening classes occupy the same room, the Principals should confer to fix responsibility.

Teachers are not to relax watchfulness over their classes by visiting associate teachers during session or by work on examination papers or registers. The closest attention to discipline is expected. [Vide "Rules."]

Correlation or concentration should be constantly in the minds of the teachers. For instance, no zealous teacher would fail to bring into

the geography lesson facts from the history. In geography, also, current events will be drawn upon, that the pupil's stock of general information should be of constant growth and ready use.

That part of the State Law which pupils should know should be read from the register once a month.

In every recitation insist upon an erect position, distinct articulation, and correct expression.

Insist on all written work being done neatly, the pencils being sharp and of sufficient length.

Books and papers should always be placed in good order in desks.

The use of pencil tablet paper is recommended in place of slates.

Corporal punishment should not be administered in the High Schools, nor upon girls in any schools of the Department. Such punishment must be administered by Principals, by Vice-Principals having charge of boys' yards, or by teachers of primary classes, with consent of Principals, and shall only be resorted to in extreme cases, when other means fail to maintain obedience. No excessive, cruel, or unusual punishment shall be allowed.

All modes of punishment calculated to degrade a pupil, and the use, on the part of any teacher, of discourteous language towards pupils or parents, are expressly forbidden.

Every classroom should be supplied with a national flag, and the same should be saluted every morning. On Monday mornings the salute should be accompanied by the pledge: "I pledge allegiance to my flag and to the Republic for which it stands—one people, one language, one flag."

Avoid the use of irritating language. The sarcastic teacher is likely to have insolent pupils.

As far as possible avoid placing a pupil in a position where he will be tempted to tell a falsehood.

Give few commands, but enforce those made.

Make no rash promises, but keep those made.

Make the schoolroom attractive and pleasant.

Widest latitude to teachers in making up programs and following methods, but a copy of the program must be written in the register and another kept posted in the schoolroom.

Home work: Third grade, half hour; fourth, fifth, and sixth grades, one hour; seventh and eighth grades, one and one-half hours; ninth grade, two hours. These are the least limits. Enough time should be devoted to secure sufficient preparation for thorough work the next day. Some will not require as much time as specified; others, more, at times.

The twenty minutes allowed for recess must include the time necessary for leaving and returning to rooms and all preparations and exercises incidental thereto. Preparations for dismissal must not be made until five minutes of the hour set for the same. (See "Rules of the Board.")

P.P.P.











